Project Athena III

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Report of the Admission of Women to the U.S. Military Academy

(Project Athena III)

by

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NOTE: This monograph represents the views of the author and not the official position of the U.S. Military Academy, The Army Research Institute, the U.S. Army or any other governmental agency unless so designated by other authorized documents.

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ABSTRACT

Report on the Admission of Women to the U.S. Military Academy - Project Athena III

This monograph provides a comprehensive summary of the significant actions taken from the period May 1978 to May 1979 to integrate women into the Corps of Cadets at West Point. The monograph contains six major areas divided as chapters. The first chapter consists of a discussion about the admission of new cadets. Chapter two describes the first summer training. Chapter three includes a discussion of activities during the academic year. Chapter four highlights the second summer training experiences. Chapter five presents results of the third summer training, and chapter six describes ongoing programs, unresolved issues, and future problems. The monograph concludes that women are being effectively assimilated into the Corps of Cadets and that they are receiving the training and development which should help them succeed as future officers.

EXECUTIVE SUMMARY

The study of the performance of women as cadets at West Point was formalized in 1975. The program, entitled Project Athena, is a longitudinal research project designed to assess how well women are being integrated into the Corps of Cadets, and to study how well women are being trained to succeed as officers after graduation. Although the study began with the Class of 1980, each subsequent class with women is also being studied to allow comparisons, over time, within and between classes going through the same eduactional and training experiences.

Data for this monograph have been derived from surveys, interviews, quasi-experiments, direct observations, and archival records. This report analyzes the third year of coeducation covering the period May 1978 thru May 1979. The following is a brief summary of the findings.

A comparison of the Classes of 1980, 1981, and 1982 reveal that the entrance characteristics for female and male cadets are very similar. The Whole Candidate Score comparisons indicate that admissions standards have not been lowered at West Point merely to accommodate the admission of women. A review of the personality variables collected at entrance suggests no discernable pattern of differences due to gender.

Although attitudes toward womens' roles in society and in the military are more traditional for men than for women, each incoming class of males is less traditional than the previous class.

Except for adjustments necessitated for physical strength differences, women experienced the same training as men in Cadet Basic Training. Women continue to fall out of the runs in greater numbers than do the men in Cadet Basic Training. Women who do not perform well on physical performance measures typically receive lower ratings in leadership by the men. Both male and female cadets who have scored high on measures of Academy commitment, appear to adjust well. Except for women in the Class of 1980, male and female cadets experience similar levels of psychological stress during Cadet Basic Training. Attrition in the Class of 1980 shows a higher resignation rate for women than men at the end of Cadet Basic Training. Women from all of the classes continue to state that their reasons for resigning are similar to those given by the men.

During the academic year, women do slightly better in Hmanities, Social Sciences, and Behavioral Sciences courses. The men's performance is better in Military Science and some applied science courses. The physical training program was changed for plebe year women based upon empirical reports

documenting clear physiological performance differences. In leadership, there appears to be a continuing relationship between physical performance and leadership ratings for women. The attrition rate for women is higher than for men in each class. However, the difference between the rates for the Classes of 1981 and 1982 is not as great as the attrition noted for the Class of 1980.

During Cadet Field Training, women performed the same training tasks as did the men. However, there still remains a pronounced difference between men and women in physical training performance. Generally women perform less well.

Women on Cadet Troop Leader Training performed similar duties as did the men. However, women were not assigned to branch duties in Infantry, Armor, or Air Defense Artillery. The match between women's expectations and experiences in Cadet Troop Leader Training was lower than the match for men. Nevertheless, an overwhelming majority of men and women valued the experience as positive.

Social relationships between women and men continue to grow. Women have more liberal opinions about dating than do the men. Since the arrival of women, policies regarding fraternization have been revised. Some issues affecting women after graduation are beyond the full control of officials at West Point. Women are concerned about branch choices and dual-career opportunities.

In conclusion, with the admission of women in the Class of 1983 this summer, the integration of women into each class of the Corps of Cadets is complete. Progress is being made toward the goal of the full assimilation of women.

Introduction

This monograph describes the results of the third year of coeducation at West Point. It serves as a compendium of the more significant actions taken from the period July 1978 through May 1979 to promote the full assimilation of women into the Corps of Cadets. This publication will focus especially on a summary of research studies and educative program activities which support the integration process. A longitudinal perspective is gained by viewing each class - 1980, 1981, and 1982 - by comparing similar characteristics and experiences each class has encountered over time. The report is also cross-sectional because it describes the Class of 1980 at a point in time, the third year, as the women in the class continue to expand into new roles and experiences.

The monograph which follows contains six major areas divided into chapters. The first chapter consists of a discussion about the admission of new cadets. The second chapter will describe the cadet basic training program and the adjustments the Academy has made since the integration of women as cadets began. The third chapter will include a discussion of Academy life during the academic year. Chapter four will present the results of research regarding the training

at Cadet Field Training at Camp Buckner. In chapter five, a discussion of the Cadet Troop Leader Training and Drill Cadet Training experiences will be highlighted. Finally, chapter six will conclude with unresolved issues and future problems facing women after graduation.

Background

Project Athena is a longitudinal program which was initiated as a result of the Department of the Army Study Group recommendation #135a, "Establish a continuing comprehensive study of the performance of women as cadets and subsequent to graduation." An informal program of study of women as future cadets and their potential impact on the Military Academy was initiated by the Office of Institutional Research in 1974. The program was formalized in 1975 under the title of Project Athena. The project was co-directed by Dr. Nora Kinzer from the Army Research Institute and Major Alan Vitters from the Office of Military Leadership. The Dean of the Academic Board at West Point created a research position which was filled by Major Vitters from academic year 1976-1977 through academic year 1977-1978. In March 1978, the Dean approved an extension of a research position from June 1978 through June 1980. Two new co-directors, Dr. Jack M. Hicks from the Army Research Institute and

Major Jerome Adams from the Department of Behavioral Sciences and Leadership, replaced Dr. Kinzer and Major Vitters in June 1978.

Current Program Objectives

Two global objectives of the first two years of the research were:

(1) To prepare for the actual integration of the Corps of Cadets by studying what impact the Academy as an institution was having on women entering in the Class of 1980 and

(2) To analyze the effect on the Academy of admitting individual female cadets (Vitters and Kinzer, 1977).

With the admission of the Class of 1983 in the summer of 1979, integration of women into each class of the Corps will be complete. However, the full assimilation of women within the Corps of Cadets is still a formative process. Thus, the two current major objectives of Project Athena are:

(1) To systematically evaluate the assimilation of women into all phases of academy cadet life and

(2) To analyze the performance of women graduates starting with the Class of 1980.

In support of the current major objectives, several research activities are being conducted. All of the

activities are intended to support the longitudinal design of studying the Class of 1980 throughout the four years of training and development as well as to systematically analyze the same research issues for each subsequent class. The intent is to provide decision makers at the United States Military Academy with multiple measures of the problems studied so that recommendations and subsequent decisions will be made based upon sound, scholarly research. It is also intended, where practical, to identify issues before they become major concerns, thereby allowing the decision makers at West Point to plan preventive actions rather than remedial procedures.

Some of the specific activities under current investigation are:

(1) Personality characteristics:

(a) Are there personality variables which are different for male and female cadets?

(b) Are personality variables good predictors of male and female cadets' motives to achieve success?

(c) Are personality variables good indicators of how well men versus women will adjust to the rigors and stress of Academy life?

(2) Attitudes:

(a) What are male cadets' attitudes toward women's roles?

(b) Have attitudes changed as a result of specific educative programs?

(c) Is there a correlation between attitudes toward women's roles and acceptance of women as cadets?

(3) Leadership:

(a) Are there differences between men and women cadet leaders?

(b) Are there perceptions of differences by the subordinate members when the followers have male versus female leaders?

(c) Are there personality factors of the leader and of the group followers which moderate leadership performance?

(d) Are male and female cadets' leadership evaluations similar?

(4) Individual performance:

(a) Do male and female cadets perform equally well in summer training?

(b) Do male and female cadets perform equally well in the academic setting?

(5) Social relationships:

(a) Has coeducation caused special problems in dating between male and female cadets?

(b) Have issues of fraternization impacted on the effectiveness of the Chain of Command since women have arrived?

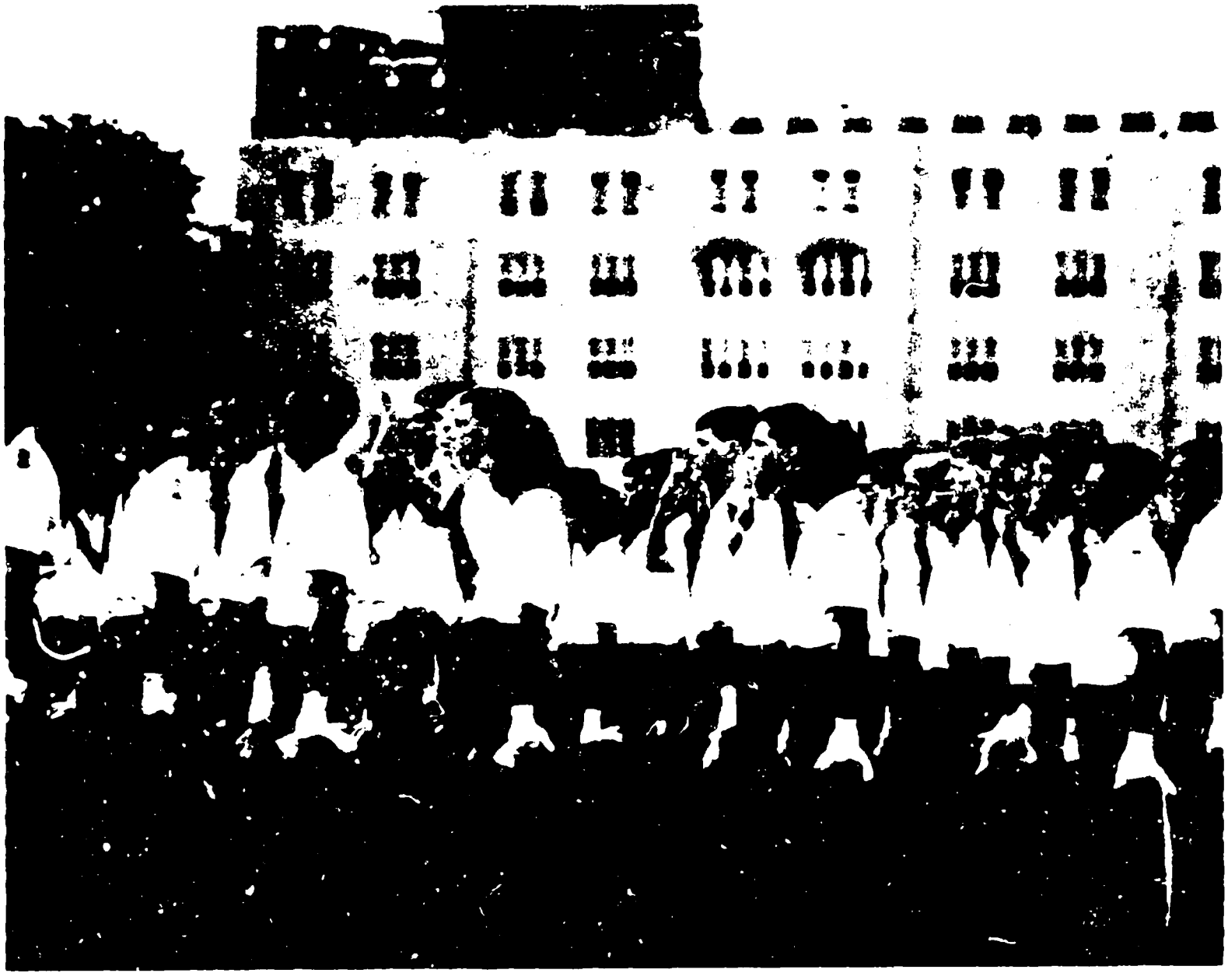
(6) Institutional long term planning:

(a) How have senior academy policy planners been active in developing a systematic program to overcome sexism within the Corps of Cadets?

(b) How have senior academy officials been interacting with Department of the Army on issues affecting male and female cadets after graduation?

The remainder of this document will bring together the results of several research projects conducted during academic year 1978-1979 in an attempt to provide some answers to many of the questions just raised. The descriptive comparison of each class' performance during the previous summer will be highlighted. The physiological and psychological class characteristics will be displayed. The intent is not primarily to make any class comparisons, per se. Rather, the comparisons will be three separate illustrations of the same factor over time. Thus, a time series comparison will help to interpret trend developments within the areas of interest for West Point decision makers. The report will also extend beyond the descriptive format of previous reports. That is, causal and moderating

relationships among the variables being studied will begin to be clarified so that decision makers can more fully understand the patterns and influences of the factors being studied.



Chapter 1

ADMISSION

The main questions addressed in this chapter on admission are: (1) What is the applicant profile by Class? (2) What are the entrance characteristics of each incoming class since the admission of women as cadets? (3) Have the admissions standards been lowered at West Point to accommodate the admission of women? (4) What sociological differences exist between male and female cadets and the general college student population on life style preferences? (5) Are there personality variables which differentiate between the new male and female cadets and (6) What are male cadets' attitudes toward women's roles?

Applicant Profile

The Office of Admissions has carefully monitored the number of applicants applying to West Point since the first admission of women in 1976. The applicant profile for each class with women is given at Table 1. The data describe the number of applicant files started, the number nominated and examined, the number qualified, and lastly, the number admitted. The data illustrate that there has been a small but steady decline in the past three years in the total applicant files started. The decrease is primarily a reflection of a decline in the smaller number of male applicants. Perhaps

Table 1

Applicant Profile by Year

	Men	Women	Totals	% M	% F
Applicant Files started:					
1976 - Cl of '80	11,358	867	12,225	93	7
1977 - Cl of '81	9,868	828	10,696	92	8
1978 - Cl of '82	9,381	876	10,257	91	9
Nominated and Examined:					
1976	6,130	631	6,761	91	9
1977	5,616	534	6,150	91	9
1978	5,295	525	5,820	91	9
Qualified:					
1976	2,474	176	2,650	93	7
1977	2,433	152	2,585	94	6
1978	2,381	197	2,578	92	8
Offered Admission:					
1978	1,818	172	1,990	91	9
Enrolled:					
1976	1,366	119	1,485	92	8
1977	1,367	104	1,471	93	7
1978	1,271	125	1,396	91	9

Source: U.S.M.A., Office of Admissions

the most interesting group of statistics is that which indicate the percentage of women admitted into each class. In 1976, 8% of the Class of 1980 were women. In 1977 only 7.1% of the entering Class of 1981 were women. In 1978 9% of the Class of 1982 were women. Whereas the 125 women admitted in 1978 represents the largest group to date, the numbers are short of the Academy's desired goal of 10%. A recently published concept paper entitled "Study of the Integrated Services of Men and Women Within the Corps of Cadets" approved by the Superintendent summarizes West Point's policy on admitting women as follows:

> "The Military Academy has no rigid quotas for numbers of women to be admitted or graduated. For the entering Classes of 1980, 1981, and 1982 the U.S. Military Academy has tried to admit ten percent of a class with women. This in keeping with general policy guidelines which DCSPER, DA, uses for planning future women officer accessions. Whereas no quota or ceiling is being sought or imposed, Army planners do forecast a need for at least ten percent of the officer corps being women."

Starting with the Class of 1984, the goal for women has been increased to 15%. The rationale for this increase is due in part to the high attrition of women in coeducational classes. It is important to note that the number of males admitted to a given class is not fixed. Also, women candidates are not being accepted merely because they are women. Rather, the problem arises because there have not

been sufficient qualified women candidates who are interested in pursuing a military career. Thus, the Academy has not been able to attract enough women who would ultimately go on to graduate and fill the ten percent accession requirements which Army needs forecast. The situation is more tenuous when voluntary attrition reduces the relatively small base of women admitted. In sum, the Academy faces two issues: (1) to seek new resource pools for women candidates heretofore untapped and (2) to examine more closely the reasons why women cadets resign. If cadets voluntarily resign because they do not believe that the military is what they truly want, it is a healthy decision for the individual and the institution. If, however, cadets leave because they feel they are not accepted, then strong negative sanctions must be enforced to discourage this from happening.* More will be said about the latter issue in Chapter 6.

*Cadets who choose to resign are given an exit interview questionnaire to elicit the major reasons why the cadets chose to leave West Point. There is a growing concern among counselors conducting exit interviews that the reasons many cadets give on the questionnaires mask their true feelings. Thus, a mail-out survey has been sent to all female resignees to determine if the reasons they gave were how they actually felt or what they thought they needed to say in order to facilitate their outprocessing. The results of this mail-out will be available by early 1980.

Entrance Characteristics

The entrance characteristics broken down by sex for the Classes of '80, '81, and '82 are given at Table 2. A legend of the standardized abbreviation codes is provided at Table 3. In essence, when a candidate applies for admission three criteria are applied: (1) academic potential of performance, (2) physical development potential, and (3) leadership potential. The quantified representation of these three areas is reflected in the Whole Candidate Score, (two other criteria not discussed also affect the final admission: a nomination and successfully passing a physical health examination).

In terms of Whole Candidate Scores, the averages for men in the Classes of '80, '81, and '82 are relatively similar. With the exception of the Class of 1981, the average Whole Candidate Score for admission for men was around 5,960. The slight decline for men in the Class of 1981 is probably attributable to the lower CEER. CEER, College Entrance Examination Board, is a combination of college board scores and high school class standing. For women, the Whole Candidate Score has been similar to that of the men - 5,950+ excepting the Class of 1980. The women in the Class of 1980 used the exact same PAE, Physical Apptitude Examination, as the men. That component score accounted for

Table 2

Entrance Characteristics By Sex
Classes of '80, '81 and '82

		Men			Women		
		'80	'81	'82	'80	'81	'82
WCS	N	1381	1365	1269	119	104	125
	Mean	5960.8	5925.6	5959.89	5761.6	5950.4	5958.2
LPS	N	1381	1365	1269	119	104	125
	Mean	606.7	607.1	602.4	594.9	594	596.8
PAE[1]	N	1377	1361	1268	119	104	125
	Mean	555.7	562.8	560	278.2*	517.4	516.7
ACEER	N	349	348	371	30	19	43
	Mean	595.5	588.9	592.8	606.4	605.	590.6
CEER	N	1033	1017	898	80	85	82
	Mean	598	590.8	601	621.4	608.8	618.15
SAT-V	N	1033	1017	898	80	85	82
	Mean	548.8	546.5	558.4	569.3	562.2	577.3
SAT-M	N	1033	1017	898	80	85	82
	Mean	639.2	629.6	639.2	626.5	620	613.3
ACT-EN	N	349	348	371	39	19	43
	Mean	22.5	22.3	23.2	23.7	23.8	24.11
ACT-MA	N	349	348	371	39	19	43
	Mean	28.8	28.4	29.1	27.9	28.2	27.9

[1]Both men and women must score a minimum of 450 points on the PAE.

*Women in the Class of 1980 were evaluated using the physical standards of the men's scale.

Source: Office of Institutional Research, U.S.M.A.

Table 3

Legend for "Entrance Characteristics By Sex"

WCS	Whole Candidate Score, a weighted composite score of the CEER (or ACEER), LPS and PAE.
LPS	Leadership Potential Score.
PAE	Physical Aptitude Examination.
ACEER	A weighted composite score of three ACT tests and a standardized High School Rank score.
CEER	A weighted composite score of two College Entrance Examination Board tests and a standardized High School Rank score.
SAT-V	Scholastic Aptitude Test - Verbal.
SAT-M	Scholastic Aptitude Test - Mathematics.
ACT-EN	American College Test - English.
ACT-MA	American College Test - Mathematics.

Source: Office of Institutional Research, U.S.M.A.

the difference in the average Whole Candidate Scores for women falling below 5,900. In summary, the average Whole Candidate Scores for male and female candidates have been similar for each class with the exceptions noted.

Admissions Standards

The admissions standards have not been lowered at West Point to accommodate women as cadets. A close inspection of the characteristics which comprise the Whole Candidate Score support this claim. The average LPS, Leadership Potential Score, for men and women is quite similar. This finding is important because in most high schools, women do not have the same opportunities in individual and team athletic sanctioned sports programs as do men. Thus, competitive points awarded to male candidates for letters earned for football, hockey, lacrosse, golf, etc. are typically not available for women. Female candidate scores do reflect a very high degree of excellence in those areas in which they are eligible to be awarded leadership points.

The marked difference in Physical Aptitude for the women in the Class of 1980 could suggest a lowering of PAE standards. Women in the Class of 1980 were evaluated using the physical standards of the men's scale. Based upon research published by Project 60 (Peterson and Kowal, 1976); Project Summertime (Stauffer 1976); and a policy memorandum by Brigadier General

Ulmer, then Commandant of Cadets, on the doctrine of equivalent training, the grading of the Physical Aptitude Examination was modified for female candidates for Classes '81, and '82. The grading scale for men on the Physical Aptitude Examination is based on all men tested during the past ten year period. The scale for women is based on the scores obtained by the admitted women for the Classes of 1980 and 1981. Both scales cover the same range of total points (200 - 800). Common test events for men and women include the Modified Basketball Throw, Standing Long Jump and the 300 yard Shuttle Run. The Flexed Army Hang was substituted for the Pull Ups.

The academic preparation of the male and female candidates is quite similar. Women score, on the average, slightly higher on the verbal portion of the Scholastic Aptitude Test. In general men score slightly higher on the mathematics portion of the Scholastic Aptitude Test. A discussion of actual class performance will be provided later in Chapter 3. Because the CEER, College Entrance Examination Boards, include a standardized high school rank score with the composite of the CEER scores, women on average have higher overall high school class rankings than the men. In sum, the calibre of female candidate is as

high as the men when comparing Whole Candidate criteria. The modification in PAE scores is a conscious decision based upon empirical research on selected anthropometric physical performance measures.

Life Style Preferences

One of the still unresolved issues to be addressed in Chapter 6 is the problems of managing dual careers among couples. One baseline measure of the sociological differences between newly admitted male and female cadets and their dual career choices is their value of life style preferences. Table 4 lists the choices taken two to three days after admission for cadets in terms of marriage, children, and careers. The results of a Gallup Poll of other college women are listed on the far right column for comparison. Overwhelmingly 84% or greater of the men in each class prefer marriage and a full-time job. These statistics are not surprising. The career pattern for male officers does not inhibit this preference.

For women, more than 40% in each class at entrance prefer marriage, children, and a full-time job. If we combine the first two choices, more than 70% of the women prefer at least marriage and a full-time job. Less than 15% of the female cadets at entrance prefer to be single and have a full-time job. These statistics are surprising-- women are saying that they want both marriage and careers, not one or the other.

Table 4

Life Style Preferences*
Classes of '80, '81 and '82

Choice	MEN '80	MEN '81	MEN '82	WOMEN '80	WOMEN '81	WOMEN '82	Gallup Poll (Women only)
Married, children, full-time job	74	79	77	46	47	42	45
Married, no children, full-time job	10	12	12	25	26	35	8
Married, children, no full-time job	3	2	3	11	14	11	31
Married, no children no full-time job	1	1	1	2	0	2	1
Single, full-time job	10	6	6	14	14	11	15

*Preferences are stated in percentages.

**Due to non-response codes a few percentages do not total 100%.

Source: Office of Institutional Research, U.S.M.A.

There are fewer than 15% of the women who at entrance want to combine marriage, children, and no full-time job. However, one cannot directly question the motivational intent and commitment based solely on these responses. An analysis of the reasons for attrition, to be discussed fully later, does not identify resignation because of marriage as a major factor for women.

In sum, a majority of men and women at entrance prefer both marriage and career. The problem becomes pronounced when we view the dilemma of women. For example, if a woman at graduation marries a male officer, unique problems of branch and assignment choices emerge from this relationship. Current Army policies do not guarantee accompanied dual assignments throughout a career. The situation would be worse if the military couple were separated by two or more year groups because career developmental assignements would be less compatible. Finally, marriage between a female officer and a working, non-military spouse would exacerbate problems still further. Conclusions and recommendations around this dual career issue will be treated more fully in Chapter 6. Nevertheless, at admission women and men prefer both marriage and careers.

Personality Variables

To address the question of whether there are personality variables which are different for males and females entering as new cadets, Academy officials authorized the collection and storage of a large data base of trait-based and sex-role related personality variables. Since little research has been conducted which examines the traits of women with respect to their abilities to succeed in non-traditional roles, the basic strategy at West Point has been to systematically collect data on each class. Starting with the Class of 1980, measures of psychological differences between male and female cadets have been collected during the first week that the cadets arrive. The research at West Point has been concerned with studying cadet motives and self concepts to better predict how well they will adjust later to Academy life.

There is a growing body of research on psychological measures of femininity and masculinity. One frequently cited instrument is the Personal Attributes Questionnaire, PAQ. A copy of the instrument is listed at Appendix A, The PAQ has been used to study how men and women describe themselves on a four-fold category system: hi masculine only, hi feminine only, hi masculine and hi feminine (androgynous), or low masculine and low feminine (undifferentiated). Spence and Helmreich, who developed the PAQ,

have reported that there is some misunderstanding of the terms psychological masculinity and psychological femininity. Spence and Helmreich use the term masculinity to refer to agentic attributes like competitiveness, independence, roughness, etc. which have been more typically ascribed to men in American society. The term femininity is used to identify attributes such as warmth, expressiveness, kindness, gentleness, and the ability to devote oneself to others. These attributes have been used more typically to describe women in our society.

Research by Broverman et al., (1972), suggests that masculine or feminine sex-role stereotypes can possibly have a negative effect on personal self-concept and self-esteem. Officers at West Point are concerned that women, as a group, may hold more of a negative opinion of their own worth relative to men. Such a condition might in turn lead to low levels of achievement-oriented behavior necessary for successful adaptation into Academy life.

In order to investigate this premise, the PAQ scores taken at entrance were correlated with three other personality variables: (1) the Tennessee Self Concept Scale (Fitts, 1965), (2) the Rotter scale of internal versus external directed locus of control of reinforcement (Rotter, 1966), and (3) a measure of Physcial Aptitude Examination.

Table 5

Correlations Between the
Tennessee Self Concept Scale and the PAQ

Self-Concept	PAQ Scale			
	Masculinity		Femininity	
	M	F	M	F
N	1196	106	1196	106
Physical	.48***	.54***	.20***	.18*
Moral	.29***	.35***	.18***	.26**
Family	.24***	.40***	.17***	.19*
Social	.45***	.48***	.39***	.38***

***p <.001
**p <.01
*p <.05

All measurements were taken at entrance, in 1976.

Source: Dr. Priest, Office of Institutional Research, U.S.M.A.

The Tennessee Self Concept Scale was chosen because it measures personal self-concept on four dimensions: physical self-concept, moral self-concept, family self-concept, and social self-concept. Although the exact nature of the relationship between self-concept and sex-role attributes is not clear, it is possible that negative self-concepts linked with high feminine sex-role attributes may hinder achievement-oriented behavior.

The correlation between the masculinity and femininity scales and those of the Tennessee Self Concept Scale are given at Table 5. Looking at the results, the physical self-concept correlates .28 more highly with psychological masculinity than it does for psychological femininity for both men and women. What this means is that both men and women give self-attributions of psychological masculinity; they have higher physical self-concept. Those new male and female cadets who describe themselves as more feminine (empathetic, helpful, understanding, kind, aware of feelings of others) do not have as high a physical self-concept. The implications of this strength of relationship will be discussed more fully in Chapter 2, when PAQ is used as a variable to predict performance and adjustment in Cadet Basic Training. A more detailed description of

research using the PAQ is reported elsewhere (Priest, Prince, and Adams, 1979). Also, the notion of physical self-concept will be discussed in relation to differential ratings of leadership ability of male and female cadets in Chapter 3.

The moral self-concept, family self-concept, and social self-concept are all highly correlated with psychological masculinity for both men and women. In sum, the new cadet entering West Point appears to have a higher self-attribution of psychological masculinity and self concept. In a follow-up administration of the PAQ, Priest and Prince (1979) report:

> ". . . no changes in masculinity of self-attributions for either gender, although men became significantly less feminine in self attribution. This means that men were less likely to describe themselves as warm, understanding of others, helpful, gentle, devoted to others, kind, aware of the feelings of others --after a year of West Point training. The change seems to indicate a <u>decrease</u> in traits that might be valuable traits for a leader to have in certain kinds of situations ....
>
> For the women cadets, the results show that exposure to the masculine environment of West Point did not adversely affect the feminine side of their self-concept (warm, etc.), while maintaining or slightly increasing the masculine (competitive, etc.) aspects."

The internal versus external locus of control scale, developed by Rotter, has been used to explain individual differences in approach behavior in ambiguous or threatening situations. Rotter explains that the effects of rewards and punishments (reinforcers) may be viewed as either outside of the control of the person (external locus of control) or the result of the behavior of the person (internal locus of control). The relationship between locus of control and the sex-role attributes of female and male cadets could provide some answers about which cadets are more likely to successfully adapt to the cadet environment. Table 6 provides the results of the relationship between the PAQ scores of masculinity and femininity with the inner directed and external directed locus of control for the Class of 1980. The results show that men and women who score high on masculinity also perceive more inner directed control of reinforcements in the cadet environment. Cadets who score higher on the femininity sex-role attributes perceive more external directed control by their environment. Although no measure of internal/external locus of control was given to the Class of 1981, a shorter version of the Rotter scale developed for the National Longitudinal Study of High School Seniors (Tabler, 1977) was given to the Class of 1982 at entrance. The correlations

Table 6

Correlations Between Internal Locus of Control and the PAQ

		Number	Masculinity	Femininity
Rotter[a] IE	Males	1,278	-.18**	-.09**
	Females	114	-.29**	-.17*
National[b] Longitudinal Survey	Males	1,244	.32**	.02
	Females	125	.21*	.07

**p<.001
*p<.05

[a]Given in 1976, high scores indicate external locus of control.

[b]Given in 1978, high scores indicate internal locus of control.

Source: Dr. Priest, Office of Institutional Research, U.S.M.A.

Table 7

Correlations Between
Physical Aptitude and the PAQ

Class		Number	Masculinity	Femininity
1980	Men	1,275	.16*	.08*
	Women	114	.23*	.04
1981	Men	1,360	.15*	.08*
	Women	102	.10	-.34*
1982	Men	1,252	.13*	.06*
	Women	125	.05	.01

*$p<.05$

Source: Dr. Priest, Office of Institutional Research, U.S.M.A.

between psychological masculinity and internal locus of control are clearly higher than those associated with self-attributions of psychological femininity.

The strength of relationship between physical aptitude scores and measures of psychological masculinity and femininity for each class entering with women is given at Table 7. The results reveal the strongest correlation between masculinity and physical aptitude. In summary, the investigation of the sex-role measure of the Personal Attributes Questionnaire, PAQ, with other personality variables at entrance indicates that both male and female cadets with self-attributions of psychological masculinity (competitiveness, assertiveness, etc.) also have high self esteem, a positive physical self-concept, a positive personal self concept, and a strong sense of inner directed control- a sense of operating on the environment rather than being a victim of circumstances. In general, these results indicate similarities for men and women entering as new cadets. That is, there does not appear to be any gender specific pattern emerging from the personality variables studied thus far. These results underscore the importance of continuing to study cadet self-concepts and motives throughout the four-year education and training experience.

Motive to Achieve

Another set of personality variables analyzed for male and female cadets is their motive to achieve success. An extensive amount of literature has been developed exploring the validity and utility of the concept of achievement motivation (McClelland, 1951; McClelland, Atkinson, Clark, and Lowell, 1953; Atkinson, 1957; 1964). The related motive fear of success was popularized by Horner (1968). Since then, several researchers have reported studies which have shown that males and females differ in the activities in which they typically express their needs to achieve. Veroff and Feld (1970), report that highly educated women who are high in achievement needs feel restricted by marriage and make child rearing an achievement goal. Less educated women report that having children appears to satisfy achievement needs. Bronfenbrenner (1974), has emphasized that there is a confusion in many adolescents regarding life goals and their attainment. Confusion may be particularly noted in girls who have not seriously thought beyond becoming a wife and mother. Articulation of achievement needs as they have been typically conceived may be inhibited or impeded in girls who are oriented toward these domestic goals. Young men, however, quite uniformly face a normative expectation of vocational attainment.

Spence and Helmreich (1978), assumed that the nature of achievement motivation was essentially the same in both males and females. However, Spence and Helmreich also concluded that significant patterns of sex differences do exist between women and men based upon expectations about family planning, educational aspirations, and perceived psychological masculinity and femininity. Thus, they developed the Work and Family Orientation scale to measure achievement. The Work and Family Orientation Questionnaire contains a number of statements describing achievement related attitudes and behaviors. The statements fall into four categories of achievement motivation: Mastery-statements describing a preference for difficult, complex challenging tasks; Work-statements describing a desire to work hard and to keep busy; Competitiveness-statements concerning the desire to best others in interpersonal competition; and Personal Unconcern-statements describing concern about the negative reaction of others to one's achievement (Fear of Success). A copy of the 23-item scale is provided at Appendix B. Research was conducted at West Point to determine if the female and male cadets differed in their motives to achieve. A more detailed description of the methodology used in the research is reported elsewhere (Adams, Priest, Prince and Hicks, 1979; Adams, Priest, and Prince, 1979).

Because the Work and Family Questionnaire, WOFO, was administered only at one point in time to all classes of cadets, the researchers were sensitive to the criticism that class and sex differences might be a function of intervening factors (e.g. age, maturation, specific class characteristics, etc.). Fortunately, West Point has very good data on achievement as measured by the quantified whole candidate evaluation used to admit candidates as plebe cadets. The Leadership Potential Score, a weighted combination of faculty appraised scores on work and competitiveness, athletic achievement, and extra-curricular achievement is available on each admitted class. Table 8 shows the results for the Classes of 1980, 1981, and 1982 broken down by sex.

The Leadership Potential Score (LPS) has a range of 200 to 800. As the mean scores show, there are virtually no differences between females and males at entrance for each class. Although it is important to note that the separate components were not available to differentiate athletic achievement in competitive sports from achievement in other extra-curricular activities, overall, men and women have similar achievement levels at entrance as evidenced by these admissions screening criteria.

Table 8

Leadership Potential Score
of Candidates
Admitted to West Point
By Class And By Sex

Class	Male	Female
1980	607	601
1981	607	594
1982	602	597

Note: Mean LPS Scores Range 200-800 possible

SOURCE: Mr. J. W. Houston, Office of Institutional Research, USMA, West Point, NY

Source: Project Athena

Recall that Spence and Helmreich (1978) assumed that the nature of achievement motive was basically the same for men and women. However, they consider some differences in achievement scores to be moderated by education and career aspirations. Table 9 presents the comparison of mean scores in achievements for three groups by sex.

The results of Table 9 show that Ph.D. holding scientists had the highest scores for achievement for Mastery, Work, and Personal Unconcern. Scientists had the lowest mean scores for individual competitiveness. West Point cadets had the second highest mean scores for Mastery, Work, and Competitiveness. West Point males were also high on Personal Unconcern; female cadets were slightly lower than other college women on Personal Unconcern. Whereas it is not appropriate to assume that University of Texas college students are not high on the motive to achieve, it is a fair statement to conclude that the Ph.D. scientists and West Point cadets are more homogeneous groups in educational and career aspirations. Thus, without trying to infer causal relationships from these descriptive data, there are higher achievement factor mean scores for persons with high educational and career positions and persons with high educational and career aspirations on three dimensions.

Table 9

Comparison of Mean Scores
In Achievement Factors
By Sex - By Group

		Ph.D. Scientists	West Point Cadets		U Texas College Students		Max Score
		Mean	Mean	SD	Mean	SD	
Mastery	M	21.27	20.60	4.36	19.26	4.40	32
	F	24.24	21.40	4.08	18.04	4.60	
Work	M	20.73	20.91	3.05	19.80	3.03	24
	F	22.72	21.74	2.38	20.30	2.86	
Competi-	M	11.98	14.83	3.15	13.63	3.82	20
tiveness	F	10.76	14.50	3.27	12.20	3.79	
Personal	M	11.46	10.15	2.72	10.02	2.81	16
Unconcern	F	11.12	9.88	2.81	10.24	2.74	
Sample	M	125	3474		606		
Sizes	F	25	253		849		

Source: Project Athena

However, Ph.D. scientists were lowest on the competitiveness factor and West Point cadets the highest.

When the four achievement subscale scores of the WOFO scale were analyzed by class and by sex interesting results were found. Table 10 shows the results for the Mastery subcale. These results indicate that there were differences between classes. There were no differences due to sex. When the Personal Unconcern dimension was analyzed, Table 11, class differences were statistically significant. There was no statistically significant difference due to sex.

When the Competitiveness subscale was analyzed by class and by sex statistically significant differences appeared for both predictors. Table 12 shows the significant results. Although class year and gender were both significant, more variation was accounted for by class differences than sex as evidenced by the magnitude of difference .001 for class versus .01 for sex. Also Table 13 summarizes the difference within each class and between males and females. The plebe class appears the most competitive and there is an almost linear trend of less competitiveness for each class. Women as a group are also less competitive than men. A note of caution should be added that there were no differences in competitiveness at entrance (Table 8) yet the longer the cadets stay at West Point the less individually

Table 10

Analysis of Variance* Mastery Subscale
By Class-By Sex

Source	Mean Square	F	Significance of F
Main Effects	166.96	8.92	0.001
Class	182.14	9.73	0.001
Sex	67.53	3.61	0.06
2 Way Inter-Action Class-Sex	15.61	0.83	0.43

*HIERARCHICAL approach (option 10) invokes the stepdown procedure. The sum of squares associated with the main effect of the first variable is not adjusted for any other variables. The sum of squares for the main effect for the second variable considered is adjusted only for the first variable and so on with each additional variable considered (see NIE et. al. 1970).

Source: Project Athena

Table 11

Anova
Personal Unconcern
By Class-By Sex

Source	Mean Square	F	Significance of F
Main Effects	24.78	3.39	0.009
Class	28.30	3.87	0.009
Sex	15.58	2.13	0.144
2 Way Inter-Action Class-Sex	9.81	1.34	0.26

Source: Project Athena

Table 12

Anova Competitiveness Subscale
By Class-By Sex

Source	Mean Square	F	Significance of F
Main Effects	112.08	11.52	0.001
Class	139.44	14.33	0.001
Sex	58.94	6.06	0.014
2 Way Inter-Action Class-Sex	0.92	0.09	0.910

Source: Project Athena

Table 13

Multiple Classification Analysis
Competitiveness
By Class - By Sex

Variable & Category		Unadjusted Dev'n Eta	Adjusted for Independent Variables Dev'n Eta
Class	N		
79	823	-.36	-.40
80	788	-.11	-.10
81	1010	-.14	-.13
82	1098	.48	.49
		.11	.11
Sex			
Male	3467	.02	.03
Female	252	-.33	-.47
		.03	.04

Source: Project Athena

competitive they describe themselves. Perhaps this is a manifestation of the co[illegible]operation which occurs in training and de[illegible]

The results of the Work subscale dimension, given at Table 14, indicate that there are differences (main effects) between classes and between sexes. A further inspection of the differences is given at Table 15. Plebes show the highest motive to work hard and keep busy, with the linear difference becoming more negative across classes. Perhaps this is some testimony to the tremendous stress of the fourth class system. The data also show women's scores are higher on desire to work hard and keep busy.

Overall the data add support to the assumption that the motive to achieve is basically the same for men and women when they have similar educational and career aspirations. This is an important finding for the Academy which is committed as an institution to the full utilization of the integrated services of men and women. On two dimensions, Mastery and Personal Unconcern there are no sex differences between cadets with high educational and career aspirations. Although class differences were noted, there is a linear declining trend for the differences noted for Work and Competitiveness the longer cadets remain.

Table 14

Anova
Work
By Class-By Sex

Source	Mean Square	F	Significance of F
Main Effects	118.39	13.83	0.001
Class	107.33	12.54	0.001
Sex	98.54	11.51	0.001
2 Way Inter-Action Class-Sex	11.91	1.39	0.25

Source: Project Athena

Table 15

Multiple Classification Analysis:
Work
By Class-By Sex

Variable & Category		Unadjusted Dev'n Eta	Adjusted for Independent Variables Dev'n Eta
Class	N		
79	823	-.49	-.45
80	788	-.16	-.17
81	1010	.15	.14
82	1098	.35	.33
		0.11	0.09
Sex			
Male	3467	-.05	-.04
Female	252	.75	.61
		0.07	0.06

Source: Project Athena

There are other personal attributes which account for differences in achievement motivation between men and women: family background, and self-attributions of masculinity and femininity. Research was conducted to examine the relationship between the achievement scales of Mastery, Personal Unconcern, Competitiveness, and Work with the Personal Attributes Questionnaire varying the sex of the respondent. The results are given at Table 16. As the table data show, there were statistically significant differences (main effects) for measures of psychological masculinity and femininity on all achievement dimensions. There were two significant main effects due to sex, one for Mastery and one for Work. There were no significant interaction effects of psychological masculinity and femininity by sex. The important finding is that the magnitude of the effects associated with psychological masculinity and femininity are clearly markedly higher than those associated with sex. These findings add further supportive evidence to the similarity of female and male cadets.

In summary, the personality variables examined support the notion that male and female cadets are more similar than different. On the self-attributions of psychological masculinity and femininity males did not describe themselves

Table 16

Analysis of Variance of Achievement Scales
by PAQ and by Sex for West Point Cadets

	Mastery			Work		
Source	MS	F	P	MS	F	P
PAQ	2093.31	121.86	.000	531.49	64.66	.000
SEX	197.40	11.49	.001	164.22	19.98	.000
PAQ x SEX	13.04	.76	.52	12.09	1.47	.22
	Competitiveness			Personal Unconcern		
Source	MS	F	P	MS	F	P
PAQ	520.41	55.43	.000	93.72	12.93	.000
SEX	12.02	1.28	.26	8.67	1.20	.27
PAQ x SEX	23.88	2.54	.06	15.35	2.12	.10

Source: Project Athena

only as highly masculine, nor did women describe themselves as only highly feminine. Both females and males who adopted the masculine characteristics of independence, active, competitive, etc. were also positive on personality measures of inner directed control, positive self-esteem and positive self-concept. When women and men described their motives to achieve in terms of Mastery, Personal Unconcern, Competitiveness and Work, the strongest differences were found between class years not between sex. When PAQ was analyzed with achievement, strong differences again were due to psychologicalcal perceptions not to innate gender differences. Thus, the personality variables of both male and female cadets at entrance are quite similar.

Attitudes Toward Women's Roles

Prior to the arrival of women cadets of the Class of 1980, the decision was made to study sex role attitudes toward women using the Attitude Toward Women Scale (AWS) developed by Spence, Helmreich, and Stapp in 1973. The concern being examined was - whether persons with traditional attitudes toward women have an effect on the assimilation of women as cadets. The AWS is a 25 item measure of traditionalism in attitude toward women's rights and roles in society. Low scores represent traditional (conservative)

attitudes, high scores represent liberal (egalitarian) attitudes. A copy of the instrument is given at Appendix C. Dr. Priest, in the Office of Institutional Research, has been using this instrument to test the "contact hypothesis." That is, over time, all cadets will become more liberal and egalitarian as they are exposed to progress of female cadets.

In 1977 the Army Research Institute developed an instrument which measured sex-role attitudes toward women in the Army (ARIWS). The ARIWS is a seven item scale. A copy of the survey is given in Appendix D. Again negative scores indicate conservative attitudes, while positive scores may be interpreted as more egalitarian attitudes.

A comparison of the AWS scores for the Classes of 1980, 1981, and 1982 is illustrated at Table 17. The results indicate that the male plebes in the Class of 1982 appear to be more egalitarian toward women's sex-roles than male plebes in the previous two classes. The degree of difference between the males and females is showing a decline in statistical difference. Dr. Priest suggests that one possible explanation for the difference noted in the Class of 1982 is the visible presence of female cadets in leadership roles in the summer training, Cadet Basic Training.

Table 17

Comparison of AWS* Scores for Men and Women at Several Institutions

Cadets:	'80	'81	'82
Men			
$\bar{X}$	42.35 *	42.56 *	44.10*
SD	9.93	10.05	10.15
Women			
$\bar{X}$	57.29 *	56.24 *	56.38*
SD	8.65	9.10	9.63
t Test	17.49	14.32	13.53

Univ. of Texas	
Men - 1975	
$\bar{X}$	47.16
SD	12.78
Women - 1975	
$\bar{X}$	53.16
SD	12.56

U.S.M.A. - Faculty	
Men	
$\bar{X}$	48.83
SD	11.64

*p<.001

*The AWS (Attitudes Toward Women Scale) is a 25 item instrument designed to measure traditionalism (low scores) or egalitarianism (high scores) in attitude toward the rights and roles of women in society (Spence, Helmreich, and Stapp, 1973; Spence and Helmreich, 1972).

Source: Dr. Priest, Office of Institutional Research, U.S.M.A.

Table 18

Sex Role Attitudes of Cadets
and Army Personnel

Cadets:	'80	'81	'82
Men			
$\bar{X}$	-2.32*	-1.08*	-0.95*
SD	2.10	1.85	1.88
N	916	1,359	1,251
Women			
$\bar{X}$	1.46*	1.61*	1.77*
SD	2.03	1.93	1.73
N	75	102	125
t Test		13.62	16.59
Commissioned Army Officers[1]			
$\bar{X}$	-0.07		
SD	2.87		
N	2,113		

*p .001

[1]For the Army as a whole the mean test score was zero, in 1975. Thus, male cadets are still more negative when compared to active Army personnel.

Source: Office of Institutional Research, U.S.M.A.

A comparison of the ARIWS scores for the Classes of 1980, 1981, and 1982 is shown on Table 18. As one may expect given the AWS results, the plebes from the Class of 1982 have less traditional attitudes toward women in the Army than the previous years' men in Classes 1980 and 1981. Several factors may account for the observed changes over time. Dr. Priest offers the following possible explanations:

a. Men may become less traditional over time and with each incoming class. Perhaps men entering West Point accept the fact that women are in the Army and that there is a growing expansion of women in non-traditional roles.

b. It may also be possible that as men become more sophisticated as a result of the intellectual ardor of higher education men learn to express their negative views about women in non-traditional roles with more moderation. If this view is true, opposition to women in non-traditional roles has not changed fundamentally. Rather, the social desirability of expression may be operating. Males are making self reports of what they consider to be socially desirable answers rather than their true feelings.

The impact of educational programs discussed in Chapter 6 may also have an impact on cadet attitudes. In general, these results are encouraging and more evaluation of cadet attitudes with performance criteria will continue in the future.

Summary

The applicant profile by class shows a slight downward trend in the number of total candidates. Fewer males have applied for admission for each of the past three years. Female candidates still fall short of a desired objective of ten percent. The major reason for the shortfall appears to be the lack of qualified and interested female candidates applying for admission.

The entrance characteristics for female and male cadets are quite similar. Concomitantly, a closer inspection of each of the factors which make up the Whole Candidate Score, reveals that admission standards have not been lowered at West Point to accommodate the admission of women. Women have high Leadership Potential Scores, despite the lack of many team sports for which male candidates receive points. Physical Aptitude challenges women on the same events as men excepting the flex arm hang for pull-ups

and the comparison of women with previous women admitted. Men and women are intellectually similar on Scholastic Aptitude scores. Women, on average are slightly higher on the verbal component than men. The men are slightly higher on average on the mathematics component.

A review of the personality variables taken on new female and male cadets at entrance suggests no discernible pattern of differences are noted between classes more than between males and females. Men and women with similar education and career aspirations have similar motives to achieve success.

Attitudes toward women's roles in society and women's roles in the Army are more traditional for men than for women. However, an inspection of data taken at entrance for three classes shows a statistically significant positive change. This suggests that each incoming class of males is less traditional in its sex-role attitudes toward women's roles.

Chapter 2

CADET BASIC TRAINING

The main questions addressed in this chapter on Cadet Basic Training, are: (1) Do female and male cadets perform equally well in Cadet Basic Training? (2) What personality variables are good indicators of how well men versus women will adjust to Academy life? (3) What is the impact of stress on female cadets during Cadet Basic Training? (4) Are there similar factors which predict female and male cadet leadership evaluation ratings at the end of CBT? and (5) Are there different attrition rates for female and male cadets by the end of Cadet Basic Training?

Male and Female Performance

In a recent "Report On the Integration of Women" in 1979, the Commandant of Cadets highlighted the performance of women in Cadet Basic Training as follows:

> Women in the Class of 1981 were better prepared for Cadet Basic Training than women in the Class of 1980. Women in the Class of 1982 were even better prepared than women in the Class of 1981. It appears that:
>
> > The novelty of being one of the 'first women at West Point' has subsided, and female cadets are now committed to four years at the Academy and a commission in the Army.

> Admissions has painted a realistic portrait of what a woman can expect at West Point.
>
> The officer and cadet cadres of Cadet Basic Training have exercised a positive supportive leadership style during this critical eight-week period . . . .

Cadet Basic Training continues to focus on individual performance and development with special emphasis on physical fitness. Women performed alongside men in all phases of training. Minimal adjustments necessitated by the empirically documented strength differences allowed women to carry the lighter M-16 rifle during Bayonet training. Also, three running groups: the Black group constituting the fastest twenty-five percent of the class, the Gold group the next fastest, constituting fifty percent of the class, and the Grey group comprising the other twenty-five percent were introduced for the Class of 1982. There were six women cadets in the Black (fastest) running group.

Major Dillon, the director of training operations for Cadet Basic Training in 1978 states that, "The Class of 1982 participated in a more intensive PT program than in years past. The program included more PT sessions and the running pace was faster than in years past."

As with previous years, women tended to experience a greater difficulty in keeping pace in the runs than did their male peers. Table 19 illustrates the average weekly percent of male and female cadets reporting to reconditioning in lieu of the morning reveille exercise for the Classes of 1980, 1981, and 1982. As the data indicate, women had a higher fallout rate than men for each year. Moreoever, although the Commandant considered women in the Class of 1982 as better prepared for Cadet Basic Training, the more intensive PT program cited by Major Dillon no doubt contributed to the poorer performance of the women in the Class of 1982 when compared to the women in the Class of 1981.

Women in the Class of 1982 had a higher incidence of sick call visits than men. Table 20 provides a comparison for the Classes of 1980, and 1982. (There were no sick call reports maintained by sex for the Class of 1981 during Cadet Basic Training). The lessons learned from the stress fractures and the blister rubs that women in the Class of 1980 experienced were incorporated in the cadet cadre preparation training for the two subsequent classes. Thus, one reason for the lower sick call rate for women in the Class of 1982 was the

Table 19

Average Weekly Percent of Men and Women Cadets Reporting to Reconditioning in Lieu of Morning Reveille Exercise During CBT's '76, '77, and '78.

Men	Wk #1	Wk #2	Wk #3	Wk #4	Wk #5	Wk #6	Wk #7	Avg. Per Week
'80	3.4	4.3	4.0	5.4	5.0	5.5	5.6	4.7
'81	2.8	4.3	4.2	3.1	5.0	4.6	3.4	3.9
'82	2.9	2.6	4.1	5.0	4.5	5.7	4.6	4.2
Women								
'80	7.5	10.4	7.7	7.8	11.5	24.7	26.3	13.7
'81	10.0	10.0	7.0	8.0	11.2	7.0	6.3	8.5
'82	7.2	7.9	10.1	14.8	15.1	15.9	11.9	11.8

Source: Department of Physical Education, U.S.M.A.

Table 20

CBT Sick Call Visits
7 Jul - 26 Aug

	1976	1977	1978
Men	2,231		2,453
(Base strengths)	1,300	1398	1,297
Women	744		561
(Base strengths)	110	104	125
Totals	2,975	1,709*	3,014

* For CBT 1977, the New Cadet Basic Training Morbidity Reports made no breakdowns by sex.

Source: Keller Army Hospital, U.S.M.A.

preventive attention squad leaders exercised for the welfare of their subordinates.

In summary, female and male cadets continued to receive the same training with the few modifications cited earlier. Overall, women's performances were comparable to those of the men during Cadet Basic Training. However, when training required physical strength, particularly upper body strength and running stamina, women experienced more difficulty than the men.

Personality Variables as Indicators of Individual Adjustment

In an early report, Priest, Prince and Vitters (1977) described changes in male and female cadet self-concepts, attitudes, and motivation for the Class of 1980 at the end of Cadet Basic Training. They concluded that the results for the Class of 1980 seemed positive: an increase in a measure of academy graduation commitment, no decline in a measure of military career commitment, an increase in a measure of internal locus of control and an increase in a measure of positive self-concept.

In 1979, Priest and Prince report that repeated measures of academy graduation commitment, military career commitment, test anxiety, and masculinity/femininity were

given to the Class of 1980 at the end of one year at West Point. The results of their findings are summarized at Table 21. The results indicate that men in the Class of 1980, who had been higher in the measure of academy graduation commitment than women, decreased significantly after two years at West Point. The women in the Class of 1980 did not show a statistically significant decline for the same time period. Both women and men in the Class of 1980 decreased in their commitment to a career in the military. Dr. Priest notes that "students in other professions tend to show a similar decline in professional idealism over time..." Thus, these data should not be considered alarming.

On measures of test anxiety (Sarason, 1962), both female and male cadets report a reduction of anxiety in test-taking and related situations involving performance evaluation.

The data show no statistically significant changes in self-attributions for men and women on the psychological measure of masculinity. However, men provided a statistically significant decline in their self-attributions of femininity. This means that after one year at West Point male cadets were more likely to describe themselves more as active than passive, rough than gentle, not emotional

Table 21

Changes In Motivation and Self Concept
By Sex, Class of 1980, after One Year at West Point

		N	August 1976	August 1977	t
Academy Graduation Commitment	M	803	60.14	55.24	9.52***
	F	62	59.62	56.29	2.06*
Military Career Commitment	M	686	76.05	68.58	11.17***
	F	55	71.64	70.32	.50
Test Anxiety	M	833	5.08	3.90	12.31***
	F	63	6.35	4.97	4.69**
Spence Short Form PAQ:					
Masculinity - Males		841	24.13	24.29	-1.17
- Females		63	22.09	22.84	-1.82
Femininity - Males		842	22.12	21.70	3.07**
- Females		63	23.16	23.06	0.26

***p .001
**p .01
*p .05

Source: Office of Institutional Research, U.S.M.A.

than emotional, etc. There was no statistical change for women on the measure of psychological femininity

In summary, there is no evidence that West Point training and experience is psychologically defeminizing for women in the Class of 1980. Perhaps even more should be said about this personality variable and individual adjustment. Measures of psychological femininity and cultural femininity are distinct. The former may refer to abstract concepts of motivations and personality. The latter more typically relates to appearance, hair style, clothing, use of perfume, and makeup. In their attempt to adjust as cadets, women in the Class of 1980 avoided traditional culturally feminine behavior, favoring trousers not skirts, no make-up and short hair styles. No doubt, if the women in the Class of 1980 had ascribed to more culturally feminine actions, the more they would have stood out as women and not as cadets.

Stress in Cadet Basic Training

The study of stress in Cadet Basic Training evolved from the planning for the admission of women into the Class of 1980. Senior officials at West Point were concerned about how women would react to the stress of

Cadet Basic Training. A longitudinal program of studying stress in Cadet Basic Training was initiated in 1976. A more detailed report of these findings is reported elsewhere, (Prince, Leister, and Deller, 1979). The study examined the psychological and physiological responses of new cadets to stress as well as identifying stressful events in the training environment. Prince, Leister, and Deller report that "a major source of psychological threat is rapid environmental change because it creates a demand for adjustment. Rapid change has been found to be closely related to both psychological and physiological stress responses."

Using the Holmes and Rahe (1970) Life Event Table shown at Table 22, Prince et. al., hypothesized that new cadets experience more than 300 impact units at the beginning of Cadet Basic Training. Table 23 shows the similarity of life change units. Moreover, the change which new cadets experience is exacerbated by major features of the training environment given at Table 24.

The Multiple Affective Adjective Checklist was used to measure Anxiety, Depression, and Hostility in cadets in the Classes of 1980, 1981, and 1982 at various times during their Cadet Basic Training.

Table 22

Life Event Table

Rank	Life Event	Scale of Impact
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to different line of work	36
19	Change in number of arguments with spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Wife begins or stops work	26
27	Begin or end school	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23
31	Change in work hours or conditions	20
32	Change in residence	20
33	Change in schools	20
34	Change in recreation	19
35	Change in church activities	19
36	Change in social activities	18
37	Mortgage or loan less than $10,000	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Vacation	13
42	Christmas	12
43	Minor violations of the law	11

SOURCE: T. H. HOLMES and R. H. Rahe, "Life Event Table", Journal of Psychosomatic Research, Vol. 11, 1970, pp. 214-215

Table 23

Life Change Units at Entrance
For Cadets at West Point

Event	Units of Stress
Change to Different Line of Work	36
Change in responsibilities at Work	29
Outstanding Personal Achievement (x2)	28
Begin or End School	26
Change in Living Conditions	25
Revision of Personal Habits	24
Trouble with Boss	23
Change in Work Hours or Conditions	20
Change in Residence	20
Change in Schools	20
Change in Recreation	19
Change in Church Activities	19
Change in Social Activities	18
Change in Sleeping Habits	16
Change in Number of Family Get-Togethers	15
Change in Eating Habits	15
Total	353

Source: Dept of BS&L, U.S.M.A.

Table 24

Stressors In Cadet Basic Training

1. Separation from home and a relatively supportive environment.

2. Known, comfortable environment replaced by a strange, demanding, competitive environment with high, sometimes vague standards.

3. High degree of social isolation due to nature of relationship of new cadets to officer and cadet cadre, lack of time for sharing experience with other trainees.

4. Frequent, often constant correction of shortcomings.

5. Little feedback concerning success and meeting standards.

6. Previous experience as a high achiever creates expectation of success which is not fulfilled.

7. Physical and psychological overextension unlike any other previous experience.

8. Loss of control, no personal freedom, high degree of regimentation.

9. Little or no evidence of factors which motivated new cadets to come here - education, status - instead only hard work, sweat, loss of status, frustration, and conflict over correctness of decision to become a cadet.

10. Perception that CBT equals all of plebe year.

11. Multiple demands, insufficient time.

12. Familiar ways of dealing with change and stress are not available or not allowed by cadre.

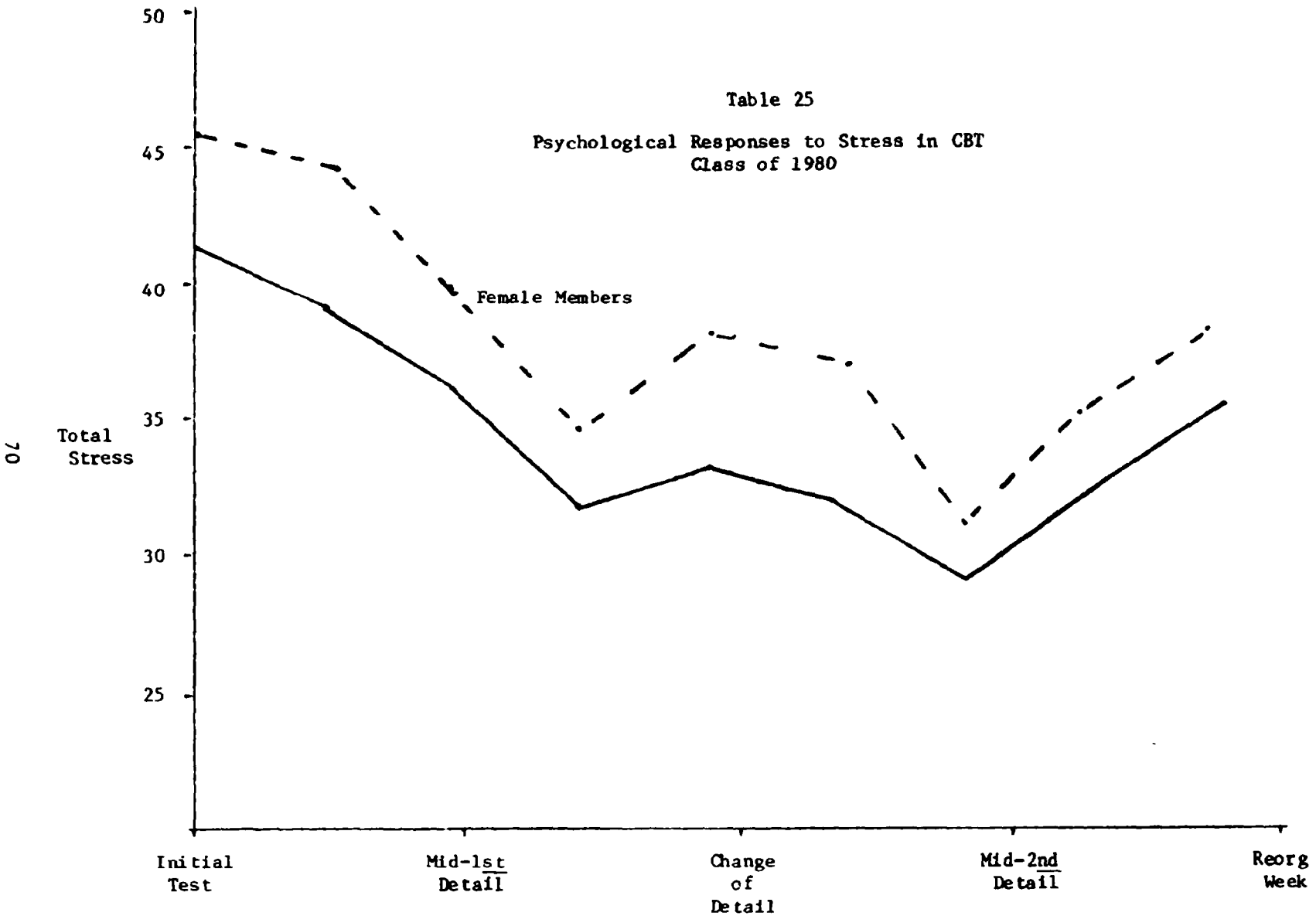
Source: Department of BS&L, U.S.M.A.

A comparison of the psychological responses to stress for males and females in the Class of 1980 during Cadet Basic Training is given at Table 25. As the graph shows there was a higher level of response to stress reported by women in the Class of 1980 than by men. When stress response levels were compared between female and male cadets at Cadet Basic Training for the Classes of 1981 and 1982, no difference was found. Thus, the difference found in the Class of 1980, may be attributable to the uniqueness of what the women experienced in being the pioneer class at West Point.

A comparison of self reports of responses to stress for the Classes of 1980, 1981, and 1982 for similar points in time is provided at Table 26. The data show that the plebes in the Classes of 1981 and 1982 reported higher levels of response to stress at the middle of the first detail than did members of the Class of 1980 at the same point in time. In addition, the plebes in Classes of 1980 and 1982 report a high level of response to stress at the end of Cadet Basic Training when one might predict that these scores should be lower due to the completion of Cadet Basic Training. Data for the Class of 1981 were not available for the similar point in time. Academy officials are aware of the high stress reported at the end of Cadet Basic Training, and stress management programs have been initiated as a result of these data.

Table 25

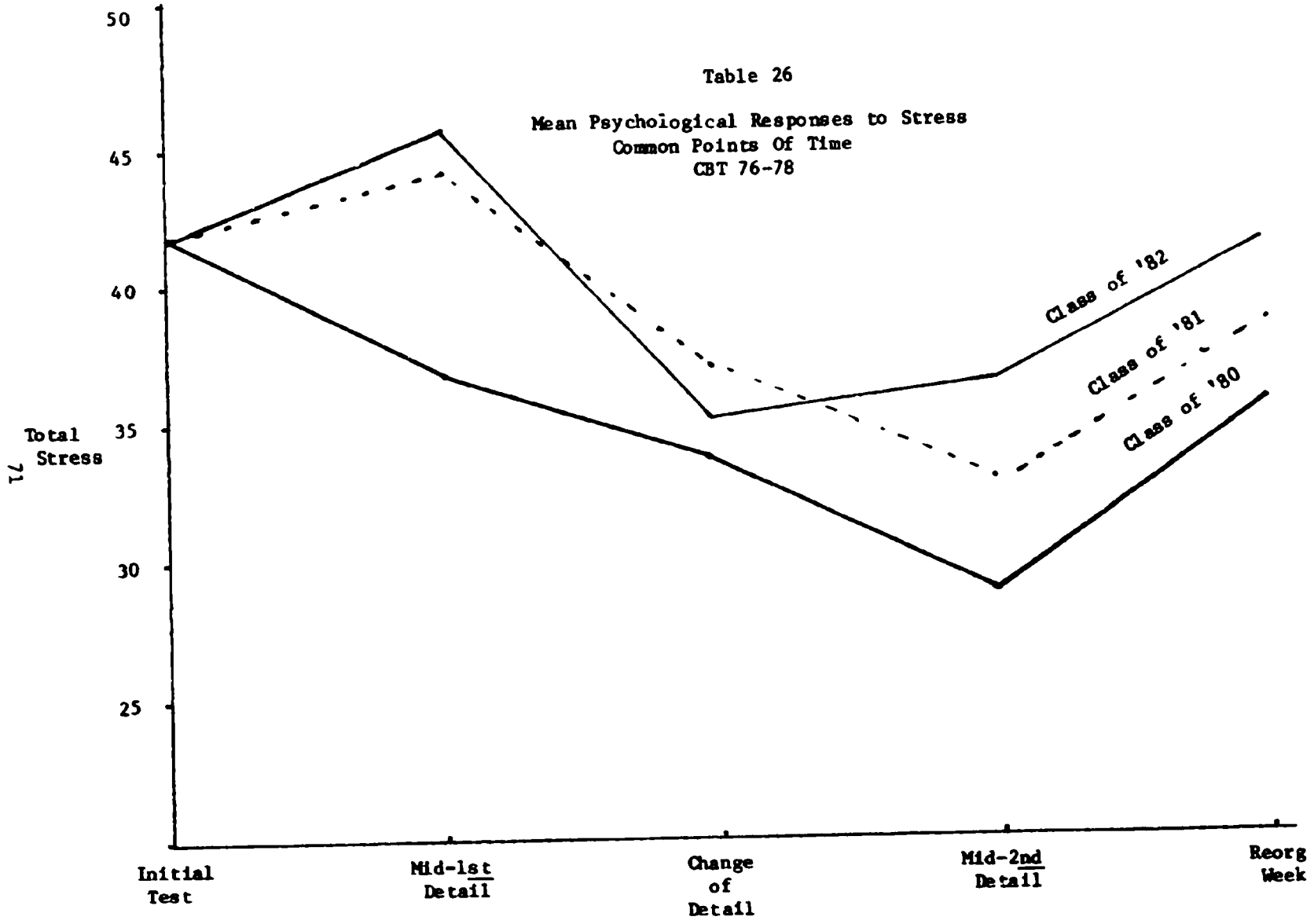
Psychological Responses to Stress in CBT
Class of 1980



Source: Dept. of BS&L, U.S.M.A.

Table 26

Mean Psychological Responses to Stress
Common Points Of Time
CBT 76-78



Source: Dept. of BS&L, U.S.M.A.

In addition to measures of psychological response to stress, some measures of physiological response to stress were also reported on members of the Classes of 1980, 1981, and 1982, see Table 27. These results show the physiological indicators at mid-detail for male and female cadets in Classes of 1981 and 1982. The data suggest that the physiological indicators are similar for both groups experiencing Cadet Basic Training.

Another physiological indicator of stress for women in the Classes of 1980, 1981, and 1982 is the absence of a regular menstrual cycle since the start of Cadet Basic Training. Table 28 shows the results. These data are indicative of the effects of high stress environment on women since it is well established that hormone secretion, which is responsible for the onset of menses, is highly related to psychological stress (Gunderson, 1978).

In summary, Cadet Basic Training is a highly stressful situation for both male and female cadets. Excepting the Class of 1980, there were no differences in the psychological effects of stress on men and women. Training programs have been developed to help new cadets more effectively cope with stress.

Table 27

Physiological Data on Stress
CBTs '77 and '78

Frequency of Instances Time 1	Item	Frequency of Instances Time 2
3-6	Headaches	1-2
1-2	Dizziness	< 1
< 1	Hyperventilation	< 1
1-2	Diarrhea	1-2
3-6	Sleep Disturbance	3-6
1-2	Nausea	3-6
3-6	Constipation	1-2
3-6	Muscle Tension	3-6

< = less than

SOURCE: Dept of BS&L, U.S.M.A.

Table 28

Physiological Stress Indicator
(Female Menstruation Surveys)

	Regular Menses Prior to USMA	Had Never Menstruated Nov - 4° Year
Class '80	86%	20% *
Class '81	82%	45%
Class '82	84%	58%

* 0, 1, or 2 periods by Nov. - 56%

SOURCE: USMA, DPE

Male and Female Ratings of Leadership

In the two earlier reports on Project Athena, a number of descriptive data were reported on women's performance and adjustment. This author decided to reexamine these data for the Class of 1980 to determine, post hoc, how well the large set of data could predict institutional ratings of leadership ability. Because the leadership rating system has been completely revised each year since the admission of women, comparisons between and within classes are not possible. Thus, what is reported here is based on members of the Class of 1980 who received leadership evaluations at the end of their Cadet Basic Training. A more detailed description of this analysis is reported elsewhere. (Yoder, Rice, Adams, Prince, and Priest, 1979).

The focus of the study was to examine a posteriori the ability of several categories of variables to predict leadership. The categories included, physical, attitudinal, personality, and demographic factors collected prior to extrance and during Cadet Basic Training. Examples of each category are: marksmanship, academy commitment, masculinity, and sex, respectively.

Because of the large number of subjects (N = 1110) in this data set, a significant correlation is not necessarily meaningful. An arbitrary cut-off correlation of .20 as the level of association will be used. Thus, the following discussion is restricted to variables which correlated with leadership ratings at approximately r = .20. (Even when the data for women are examined separately, r = .20 is significant at $p < .05$.) The results are listed at Table 29. The most interesting findings concern the differences in what is significant for men and women. The strongest correlate of leadership ratings taken after basic training is the cadet score on the physical aptitude examination (PAE), male (r = .36) and female (r = .40). Similar strong effects are found for scores on a scale measuring cadets' attitudes toward physical activity (PAS); (r = .22) for men (r = .37) for women.

The continuing relationship of physical measures to leadership ratings is again demonstrated with counts of dropping out of the two-mile runs (FALLOUT) during CBT. The more a woman falls out during CBT, the lower is her leadership rating after CBT (r = -.58). FALLOUT is not related to leadership ratings taken for men. There are very few men who failed to complete the two-mile runs,

Table 29

Correlations of all Predictors
With Measures of Leadership Ability

	All Cadets (N = 1110) CBT	Male Cadets (N = 1024) CBT	Female Cadets (N = 86) CBT
Physical			
Physical Aptitude Exam	.44	.36	.40
Attitude Toward Physical Activities	.23	.22	.37
Marksmanship - CBT	.23	.22	.11
Fall out - CBT	-.32	-.09	-.58
Attitudinal			
AWS - Entrance	-.17	-.06	-.16
Military Commitment	.10	.09	.15
Desire to Graduate	.10	.09	.07
Organizational Commitment	.04	.03	.17
Satisfaction w/Academy	.06	.05	.12
Personality			
Rotter - Entrance	-.01	-.01	.05
Test Anxiety - Entrance	-.02	0	.14
PAQ Femininity - Entrance	.13	.16	.04
PAQ Masculinity - Entrance	.20	.20	.14
Demographics			
High School Clubs	-.09	-.04	.04
College Courses	-.04	-.04	-.12

r is a statistical symbol used to denote the strength of relationship (correlation) between two factors on a standardized scale of 0 to $\pm$ 1.0. The closer the score to $\pm$ 1.0 the greater the relationship.

Source: Project Athena

the average (not shown here) was less than one, while women dropped out more frequently. Because of the low variability among these scores for men, it is no wonder that FALLOUT fails to correlate with leadership ability for men.

Moreover, marksmanship scores during CBT are positively related to leadership ratings after CBT for men ($r = .22$).

Finally, one personality variable, masculinity (as measured by male-valued items on the Personal Attributes Questionnaire), was related to ratings at the end of Cadet Basic Training for both men ($r = .20$) and women ($r = .14$). Men and women who rated themselves as being more masculine received higher leadership scores than did their counterparts with less masculine self-images.

In summary, these results paint a picture of leadership ratings at West Point that is related to what is stereotypically masculine--physical prowess, positive attitude about physical activity, and a masculine self-image. In a traditionally male-oriented subsystem, leadership for members of the Class of 1980 seems to be related to masculinity both for men and for the newly admitted women cadets.

Attrition

There have been several reports comparing the attrition of women and men of the Class of 1980, (Vitters and Kinzer, 1977; White, Willis, Kuspa, and Adams, 1979; Priest, 1979). In addition, counselors from the Cadet Counseling Center have been conducting exit interviews of each female and male resignee. Although a few women have resigned from the Military Academy in the Classes of 1980 and 1981 in order to marry graduating first classmen, the majority of women tend to report similar reasons for resigning as do men.

An analysis of attrition over the Cadet Basic Training time period for men and women in the Classes of 1980, 1981, and 1982 is given at Table 30. As reported earlier (Vitters and Kinzer, 1977), women in the Class of 1980 had the highest attrition rate. The attrition levels for women in the Classes of 1981 and 1982 appear to have leveled off. Thus, the "fish bowl" effect of being the first group of women coupled with the more traditional attitudes toward women's roles had some influence on attrition for the women in the Class of 1980. The rate for men over the three year period fluctuated with the Class of 1981 having the smallest attrition rate.

An analysis of exit interview questionnaires was

Table 30

CBT Attrition for the Classes of '80, '81 and '82

Men	1980	1981	1982
Number resigned	135	101	149
%	9.7%	7.3%	11.5%
Total entered	1,419	1,398	1,298
Women			
Number resigned	19	10	13
%	16%	9.5%	10.4%
Total entered	119	105	125

Source: Office of the Dean, U.S.M.A.
(U.S.C.C. Status Report - 17 Sept '78)

conducted for attriters from the Classes of 1980, 1981, and 1982. The reasons given for leaving are summarized in Table 31. No differences were found between women and men. This does not mean that differences do not exist. Rather, there is a strong suspicion that once a male or female cadet decides to leave, he/she may formulate a response of what the institution wants to hear rather than how the cadet may truly feel.

In Table 32 is a list of factors which attriters from the Classes of 1980, 1981, and 1982 said were positive reasons to stay at West Point. The prestige of West Point was the most positive factor cited by resignees from each class. Father's opinion of West Point was rated second, mother's opinion of West Point was rated third, and the need for financial assistance was rated as fourth.

Summary

To summarize, except for adjustments necessitated for physical strength differences women experienced the same training as men in Cadet Basic Training. Even though each succeeding class of women to enter West Point was better prepared than the previous class, the emphasis on physical fitness has also intensified. Thus, women

Table 31

Reasons Given for Attrition
By Men and Women Classes of '80, '81, and '82

	'80	'81	'82
Distance U.S.M.A. from home	-*	29%	37%
Marriage/Family	25%	28%	30%
Close Supervision	38%	51%	66%
Pressure & Stress	18%	33%	54%
4th Class System	17%	50%	72%
LDR Eval. Syst.	21%	-	-
Major not at U.S.M.A.	45%	54%	43%
Cadet Chain of Command	16%	-	-
Civil. Schl. more attractive	36%	47%	73%
Parades & Ceremonies	18%	25%	26%
Lack Privacy to be alone	33%	41%	69%
Fewer Opportunities to Date	33%	30%	33%
No Privacy In Living Area	24%	33%	53%
No Equal Treatment	23%	17%	21%
U.S.M.A. Not what Expected	25%	42%	60%
Discipline/Regimentation	32%	40%	76%
Dehumanizing CBT	-	15%	60%
Correction by Upperclassman	21%	50%	38%
Too little privacy/ Restrictions	-	54%	76%
Cadet Basic Training	-	-	49%

- Means less than 10%

Source: Project Athena

Table 32

Factors Which Attriters Said Were Positive
Reasons to Stay at West Point

	'80	'81	'82
Father's Experience	-	-	32%
Mother's Attitude	-	-	37%
Father's Opinion	50%	53%	61%
Mother's Opinion	42%	51%	54%
Money (need)	46%	50%	56%
Job Market	42%	49%	49%
U.S.M.A. Prestige	61%	70%	75%
Honor System	34%	36%	42%
Military Training	44%	43%	24%
Athletic Participation	50%	45%	55%
Opinion of Friends	27%	25%	44%
People you can share problems	23%	22%	17%
Being Accepted by Peers	24%	27%	24%

Reasons for coming to West Point	1st	2nd	3rd	Average
Class of '80				
To be an officer	46%	15%	17%	26%
Good education	26%	51%	16%	31%
Finance education	19%	19%	33%	24%
Class of '81				
To be an officer	36%	16%	19%	24%
Good education	42%	32%	19%	31%
Finance education	13%	27%	30%	23%
Class of '82				
To be an officer	15%	11%	14%	13%
Good education	45%	31%	14%	30%
Finance education	13%	37%	20%	23%

Source: Project Athena

continue to fall out on runs in greater numbers than do their male peers. Both male and female cadets who had been high on measures of academy commitment and military commitment gradients appear to adjust well. Both men and women who make self attributions of highly psychological masculinity also adjust well. There is no evidence of women becoming less psychologically feminine as a result of this West Point experience. Except for women in the Class of 1980, male and female cadets experience similar levels of psychological stress. Physiological indicators of psychological stress have also been well substantiated for each class. The leadership ratings tend to value stereotypically masculine physical activities and self-image. Women who do not perform well on physical performance measures typically receive lower leadership ratings. Attrition in the Class of 1980 shows a higher resignation rat(for women than for men. The attrition rates for women in 1981 and 1982 appear about equal after Cadet Basic Training. Women from all classes continue to state that their reasons for resigning are similar to those given by male resignees.

Chapter 3

ACADEMIC YEAR

The questions addressed in this chapter on the academic year are: (1) Do women and men perform equally well in classes? (2) Have there been any modifications in the physical training program to accommodate women? (3) Are female cadets participating in all sports programs? (4) Are the differences in attrition rates for male and female cadets changing over time? and (5) Are there differences between men and women in leadership evaluations during the academic year?

Female and Male Academic Performance

As mentioned in Chapter 1, Admissions, the women admitted to West Point are very well qualified in academic preparation. Thus, when an analysis of the core course grades for the first semester of last year was conducted, there were no major surprises (see Table 33). For the Class of 1982, the women, on average, tended to receive slightly higher grades in Foreign Language and Philosophy. The males in the Class of 1982 did slightly better in Math and Military Science.

For the Class of 1981, women received slightly

Table 33

A Comparison of Core Course Grades
by Class, by Sex

Courses Run During AY 78-79		Average Grades		Statistically Significant?
		Men	Women	
Class of 1982				
EN 101	English	1.94(C)	1.94(C)	No
LZ 101	Foreign Language	2.78(B-)	3.05(B)	Yes*
MA 103	Math	2.40(C+)	2.18(C+)	Yes*
HI 101	History	2.32(C+)	2.26(C+)	No
HI 103	History	2.36(C+)	2.23(C+)	No
PL 100	Philosophy	2.88(B)	3.10(B)	Yes*
EF 105	Engineering Fund (Computer Science)	2.54(B-)	2.12(C)	Yes*
MS 101	Military Science	2.49(C+)	2.23(C+)	Yes*
Class of 1981				
LZ 200	Foreign Languages	2.76(B-)	2.80(B-)	No
PY 201	Psychology	2.27(C+)	2.64(B-)	Yes*
SS 201	Economics	2.55(B-)	2.47(C+)	No
SS 202	Poli. Sci	2.52(B-)	2.33(B-)	No
SS 252	Advanced Poli. Sci.	3.13(B)	3.33(B+)	Yes*
HI 201	History	2.51(B-)	2.51(B-)	No
HI 203	History	2.56(B-)	2.69(B-)	No
CH 200	Chemistry	2.99(B)	2.95(B)	No
MA 201	Math	2.59(B-)	2.40(C+)	Yes*
PH 201	Physics	2.70(B-)	2.40(C+)	Yes
Class of 1980				
LZ 300	Foreign Language	3.23(B+)	3.17(B+)	No
LW 300	Law	2.54(B-)	2.44(C+)	No
ME 303	Engineering Mechanics	2.44(C+)	2.31(C+)	No
ME 304	Thermo-Fluids	2.36(C+)	2.57(B-)	Yes*
EE 300	Electrical Engineering	2.67(B-)	2.68(B-)	No
MS 301	Military Science	2.56(B-)	2.14(C)	Yes*

t Test
*p<.01
Source: Office of the Dean, U.S.M.A.

higher grades in Psychology and Political Science. The men, on average, did slightly better in Math and Physics. For the Class of 1980, women interestingly did better than men in Thermo-Fluids. The men did better in Military Science.

Overall, it appears that women do better in Humanities, Social Sciences, and Behavioral Sciences while the men tend to score a little higher in Math, Engineering, Physics, and Military Science. The only anomaly is the better performance by women of the Class of 1980 is in Thermo-Fluids. The average group difference for men and women in Math versus verbal courses is related to their Scholastic Aptitude Test scores. Table 34 reviews the math and verbal by class and by sex. As is evident, men come to West Point with a stronger math potential score than women. Conversely, women's scores on the verbal predictor of academic success are higher than those for men.

A cautionary note is warranted that statistically significant differences may not have practical significance to decision makers. Statisticians and psychometricians will agree that whenever research is done with large sample sizes and a series of independent

Table 34

Scholastic Aptitude Test Scores Broken Down By Class and Sex

	SAT (M)		SAT (V)	
	Male	Female	Male	Female
1980	639	626	549	570
1981	630	620	547	562
1982	639	613	558	577

Source: Admissions, U.S.M.A.

tests of significance are run, the probability of finding statistically significant differences increases.

It is also interesting to note that the average womens' performance in Military Science is lower than that of the men in each class. This difference has persisted in each Military Science course: Military Heritage, Map Reading and Tactics. Table 35 illustrates the female cadet performance for three classes. The data show that over sixty percent of the women in each course perform below the mean. Clearly, women as a group are doing less well in this course than in the other academic areas. The director of the Department of Military Instruction is aware of the differential performance of men and women in Military Science. He has encouraged that research be conducted to identify factors which appear to account for the women's poorer performance.

In summary, women and men perform well in academics, excepting Military Science classes. In the other courses the differences apparently balance out since there are no significant differences between men and women in overall grade average, numbers on the Dean's list or numbers declared deficient. Table 36 shows the grade percentage

Table 35

Female Cadet Performance In M.S. By Class

	Class of 1982	Class of 1981		Class of 1980			
	M.S. 101	M.S. 101	M.S. 102	M.S. 101	M.S. 102	M.S. 202	M.S. 301
Above Mean	37.7%	38.2%	32%	36.2%	28%	30%	33.3%
At Mean	0.1%	0.1%	2%	0%	1%	0%	3.2%
Below Mean	62.2%	61.7%	66%	63.8%	71%	70%	63.5%
Top Quarter	16.8%	22.5%	11.9%	11.7%	9.2%	10%	11%
Second Quarter	17.8%	14.8%	20.2%	14.9%	18.4%	20%	27%
Third Quarter	24.3%	36%	21.5%	42.6%	25.3%	27.5%	19%
Bottom Quarter	41.1%	24.7%	46.4%	30.8%	47.1%	42.5%	43%

Mean is determined by summing all grades dividing by the number of cadets.

Source: Department of Military Instruction, U.S.M.A.

Table 36

Academic Grade Distribution by Sex
for AY 77-78

Grade	Men	Women
A	14.9%	15.3%
B	42.4%	42%
C	35%	35.6%
D	5.8%	5.7%
F	1.6%	2%

(Number of courses = 29)

Source: Office of the Dean, U.S.M.A.

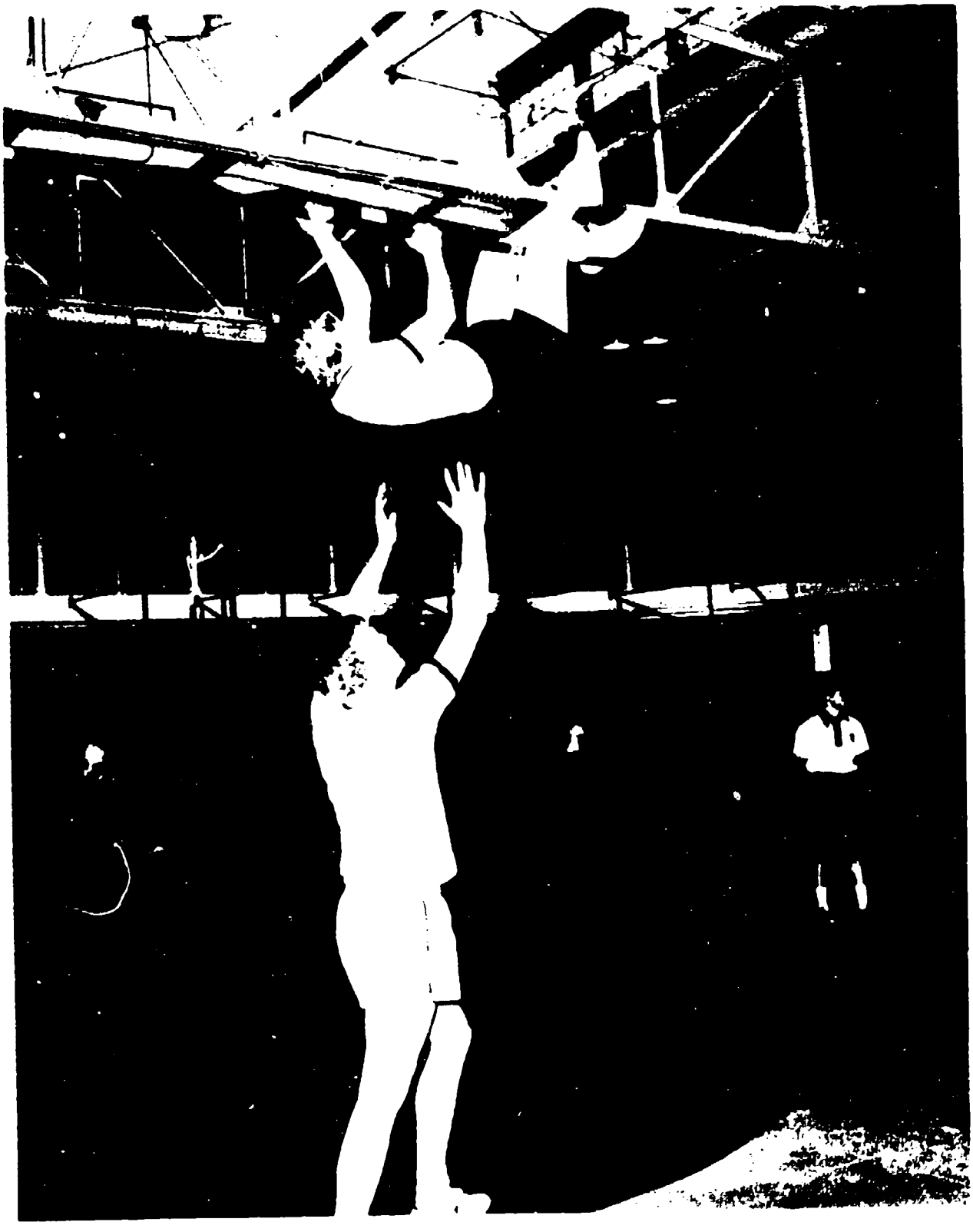
of academic performance by sex.

Physical Training in the Academic Year

At the end of the first year of coeducation at West Point, Colonel Anderson, the Director of the Department of Physical Education concluded:

> "With all physical fitness tests and core courses completed, women cadets' performance has made it clear that separate courses and or orders of merit for men and women are necessary in the physical education program. It was previously held that if women could be assimilated into the physical education program with minimal changes, a single course designation and order of merit including both men and women would be appropriate. However, the physical performance differences between men and women cadets have been such that by the time all the changes were made to the program to accommodate the women cadets, two different courses emerged."

Before women entered the Academy the only planned changes were that women would take self-defense classes in lieu of boxing and wrestling and that some women's skills would replace men's skills in gymnastics instruction (emphasis was on single track). However, when the first physical fitness test was administered, it became evident changes in the testing program were also necessary. For example, if the female and male cadets' performances on the two mile run were graded on the same scale, 61 women (86%) would have failed the test.



In comparison, only 52 men (4.8%) would have failed the test. Similar results occurred on the PAT where 77 women would have failed the test if they were graded on the same scale as men.

On 16 May 1977, the Academic Board approved separate men's and women's fourth class physical education courses. Women take two courses in self-defense in lieu of the boxing and wrestling courses required for men. The women's gymnastics course is modified to eliminate some of the upper body activity, substituting balance and agility exercises. In swimming, men and women must meet the same standards. In upperclass physical education, men and women take the same course of instruction. Separate grading standards are used only for those activities where physiological differences between men and women require adjustments to be made. The physical fitness tests for each class contain the same test items, but cadet performance is graded using separate men's and women's scales. The Indoor Obstacle Course has been modified for women by lowering the vault. The revised physical education program for plebe men and women is shown at Table 37. The effectiveness of the physical education program

Table 37

Physical Education Program for Plebe Class
Men and Women

PE 100 (men)

Boxing
Wrestling
Swimming
Men's Gymnastics
2-Mile Run (men's scale)
PAT (men's scale)
Obstacle Course (men's scale)

PE 100 (women)

Self-Defense
Self-Defense
Swimming
Women's Gymnastics
2-Mile Run (women's scale)
PAT (women's scale)
Obstacle Course (Women's scale)

Source: Dept. of Physical Education, U.S.M.A.

is measured through the testing of the Indoor Obstacle Course, the Two-Mile Run and the Physical Aptitude Test. The results of Indoor Obstacle Course and the Two-Mile Run are given at Table 38. In each case, the average women's times were well below the minimums required. It is evident that separate standards for the same tests are warranted for men and women. The results of the Physical Aptitude Test is given at Table 39. The performance levels for men across classes is quite similar. The same holds true comparing women across classes.

In summary, there are modifications in the physical education program for men and women based upon research data which illuminated physiological performance differences. The law which directs the admission of women to the service academies makes it permissible for West Point to treat women cadets differently, if differences are linked to physiological differences between men and women. The changes made in physical performance prior to the admission of women were well publicized. As women initially experienced difficulty in achieving single track standards, further adjustments became necessary. However, the reasons for the additional standard changes were not well publicized, especially to the males in the

Table 38

Physical Performance Measures Taken During the Academic Year - Mean Time in Minutes

Classes	'80	'81	'82	Qualifying Times
Indoor Obstacle Course				
Men	3:07	3:07	3:09	3:45
Women	5:14	5:25	5:07	7:09
Two-Mile Run				
Men	13:02	13:03	13:03	13:95
Women	15:08	16:00	15:06	17:10

Source: Department of Physical Education, U.S.M.A.

Table 39

Physical Aptitude Test
(given to freshman
class each December)

Classes	'80	'81	'82	Minimums
Men - Mean scores				
Pull ups - repetitions	9.4	10.1	10.2	6
Standing long jump - inches	90.4	90.6	91.8	86
Modified basketball throw - feet	68.8	70.6	70.7	62
300 yard Shuttle run - seconds	58.8	58.5	58.2	62
Women - Mean scores				
Pull ups	1.58	2.8	1.96	-
Standing long jump	75.5	74.0	74.5	72
Modified basketball throw	41.9	43.3	43.3	39
300 yard Shuttle run	65.5	65.3	66.0	69

Source: Department of Physical Education, U.S.M.A.

Corps of Cadets. As a result, men perceive a lowering of standards to accommodate women. This misperception of lower versus dual standards has had a negative impact on the acceptance of women by their peers. This is especially true reviewing the physical performance data of Cadet Basic Training and leadership ratings discussed in Chapter 2.

Male and Female Sports Programs

Women cadets are not allowed to participate in certain physical contact intramural sports; e.g., football, boxing, and wrestling. Separate women's events such as track and swimming have been added to Brigade Open Tournaments. Women may be members of co-educational club and intercollegiate teams not engaged in contact sports provided they compete on an individual basis; e.g., pistol, orienteering, and riding. Although the Office of Intercollegiate Athletics is currently reviewing compliance to Title IX requirements affecting women's sports, there are presently nine women's teams designated as intercollegiate. All are recognized by the Association of Intercollegiate Athletics for Women of which the Military Academy is a member. The nine teams are given at Table 40. The

Table 40

Women's Intercollegiate Teams

1978 Season

	Won	Loss
Basketball	21	5
Cross-country	6	3
Gymnastics	10	5
Softball	14	9
Swimming	12	0
Track (Indoor)	6	4
Track (Outdoor)	6	2
Volleyball	16	9
Tennis	7	4

SOURCE: Office of Intercollegiate Athletics, U.S.M.A.

win/loss rates reflect a very favorable overall record. All of the women's varsity teams had better than a 50% win record. The swimming team had a perfect 12-0 record.

In addition to intercollegiate or varsity teams, the Director of Intercollegiate Athletics has stated that

> "If there are insufficient numbers of women with adequate skills to organize a full intercollegiate team, those women who are to train in a sport will be assigned to the comparable men's team. Their numbers will not count against the men's team authorization. As numbers of women with required skills are available, separate women's teams will be established."

The specific amount of support provided for women's intercollegiate sports is listed at Table 41. Thus, the support accorded to women's sports is similar to that of men. However, there is not a "key sport" in season for any women's team. Key sport is a designation given to a primary sport in season like football or basketball. Women's sports have been allocated approximately six percent of last year's athletic budget. A comparison of the number of intercollegiate sports for women (9), and for men (23), and total participation 183/257 for women versus 1000/3600 for men, indicates that women at West Point are afforded opportunities to participate in intercollegiate sports.

Table 41

Support for Womens' Intercollegiate Athletic Programs

Item	Level I - Varsity Fully Supported	Level II Junior Varsity	Level III ODIA Club
Approved Post-Season participation	X	X	X
Awards	Army "A"	JV "A"	Club
Athletic Supplies & Equipment	X	X	X
Awards Banquet/ Picnic	X	X	X
Coaches' Meetings/ Conferences	Note 1	Note 1	Note 1
Entry Fees	X	X	X
Facilities	1st Priority	2d Priority	3d Priority
Membership Dues	X	X	X
ODIA Vehicles	1st Priority	2d Priority	3d Priority
Officials	X	X	X
Participation in Donor Program	X	X	X
Recruiting Support	X		
Team Travel	X	Note 2	
Training Room	X	X	X
Training Tables	X	X	X

Note 1: Support determined on a case-by-case basis.

Note 2: Transportation and accommodation expenses will be paid for those level II teams when no level I team exists during AY 78-79 and AY 79-80.

Source: Office of Intercollegiate Athletics, U.S.M.A.

Attrition Comparison Over Time

The attrition rates and reasons for attrition after Cadet Basic Training were discussed in Chapter 2. An analysis of the cumulative attrition rates for male and female cadets by class after Cadet Basic Training is given at Table 42. As expected, the men in the Class of 1980 who have been here three years have the highest male attrition rates - 38.2%. Men in the Class of 1981 after two years at West Point have an attrition rate of 27.2%. Men in the Class of 1982 have slightly more than 20% attrition after one year.

For women, the Class of 1980 has the highest rate. This is expected given the disproportionately higher attrition they experienced after their Cadet Basic Training. One-third of the women in the Class of 1981 have resigned after two years at West Point. There has been a 23.2% attrition rate of the women in the Class of 1982 who have been here one year. The reader should be cautioned against interpreting percentage comparisons of attrition between men and women because the total number of women in each class is very small.

In a study of attrition for the men and women in the Class of 1980, Priest (1979), used a discriminant statistical analysis to isolate factors to predict attrition for two groups - men versus women - over four points in time. The results of Priest's study are that:

Table 42

Cumulative Gross Attrition Rates of Male and Female Cadets

Classes of '80, '81, and '82

July 1978 - May 1979

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Men											
'80	34.1%	35.4%	37.3%	37.4%	37.4%	37.5%	37.8%	37.9%	38.0%	38.2%	38.2%
	482	502	529	531	531	532	536	538	539	542	542
'81	23.8%	24.4%	24.6%	25.0%	25.1%	25.3%	26.3%	26.6%	26.7%	26.9%	27.2%
	333	341	344	349	351	353	367	372	373	376	380
'82	8.1%	10.3%	12.9%	14.8%	15.3%	15.4%	18.1%	19.2%	19.6%	20.0%	20.3%
	105	134	167	192	199	200	235	249	254	259	263
Women											
'80	42.0%	43.7%	46.2%	46.2%	46.2%	46.2%	46.2%	46.2%	46.2%	47.1%	47.9%
	50	52	55	55	55	55	55	55	55	56	57
'81	23.8%	26.7%	27.6%	28.6%	28.6%	28.6%	29.5%	30.5%	31.4%	33.3%	33.3%
	25	28	29	30	30	30	31	32	33	35	35
'82	8.0%	9.6%	12.0%	13.6%	14.4%	14.4%	16.8%	20.8%	21.6%	22.4%	23.2%
	10	12	15	17	18	18	21	26	27	28	29

Source: Cadet Personnel Office, U.S.M.A.

(1) For women there were three variables which discriminated between attritees versus stayers.

(2) For men there were eight significant discriminating variables for attritees versus stayers over time. The factors for both men and women are given at Table 13.

The finding that academy graduation commitment was an important predictor of attrition for both sexes corroborates previous studies using the academy commitment gradient. The finding that attitude toward physical exercise was a significant discriminator of attritee versus stayer for women but not for men again underscores the tremendous influence of physical performance discussed in the earlier chapters. Priest notes that: "Surprisingly, women in the early attrition groups had more positive attitudes to exercise than women who stayed. This suggests that certain women had unrealistically positive attitudes to their own physical skills, became discouraged when they were exposed to the tough physical demands of West Point, and left as a result."

The finding that organizational commitment taken at entrance tended to be higher for later attrition groups and stayers than for earlier attritees for both

Table 43

Factors Discriminating Attritees Versus Stayers
For Men and Women in the Class of 1980

Men

1. Expected Satisfaction
2. Academy Commitment
3. College Prep Courses
4. Porter's Organization Commitment
5. Physical Aptitude Exam
6. Psychological Femininity
7. Prior College
8. Parental Income and Education

Women

1. Academy Commitment
2. Attitude Toward Physical Exercise
3. Porter's Organization Commitment

*The order of entry was stepwise: that is the factor with the most power to predict attrition appears first, then the next best predictive variable in combination with the previous variable is entered etc.

Source: Dr. R. Priest, Department of Institutional Research, U.S.M.A.

sexes suggests some reliability for the academy commitment and the Porter organizational commitment measures. In fact a report on the stability and internal consistency of all of the measures used in this monograph is reported elsewhere (see: Yoder, Rice, Adams, Priest, and Prince, 1979).

There were more discriminators for attriters versus stayers for men than there were for women. One explanation for this is that the number of women attriters in each category was very small n<30 and the subgroup means were subject to considerable sampling fluctuation.

In summary, the reasons for attrition continue to warrant study as Academy officials seek to find clues as to what differentiates attriters versus persistors. One of the strongest felt losses from the women in the Class of 1980 was the resignation of a woman who had been selected for a very high leadership position as a first class summer cadre member. Her loss came as a surprise to a number of cadets, faculty, and staff. The issues remain unclear; some reasons were personal, others were environmental. Thus, the attrition will continue to be studied to provide more answers as to why cadets resign.

Leadership Ratings During the Academic Year

The Leadership Evaluation System, LES, used to evaluate cadet leadership potential in academic year 1977-1978 was revised to the Cadet Leadership Assessment System, CLAS, in academic year 1978-1979. In the upcoming 1979-1980 academic year the evaluation program will be changed to the Military Development system. Each revision is an attempt on the part of Academy officials to obtain a more valid, objective evaluation program. Because of the changes in the evaluation programs, trend comparisons for the Class of 1980 are not meaningful. Also, comparisons of each class at the same point in time (i.e. the first semester of the first year) are not insightful since each class used a different evaluation system. However, a comparison of the leadership ratings for women for the past academic year is given at Table 44. The analysis consists of three components: (1) the rating of the tactical officer, TAC; (2) rating by the chain of command, COC; and (3) rating by the upper class. Women in the Class of 1980 received the highest percent of ratings above the mean score from the Tactical officers and the chain of command. Members of the Class of 1979, the last all male class, had the

Table 44

Leadership Ratings For Women By Class

	1st Detail				2nd Detail			
	TAC	COC	01	02	TAC	COC	01	02
1980								
% above $\bar{X}$	54%	51%	41%	-	47%	50%	29%	-
N	63	63	63	-	62	62	62	-
1981								
% above $\bar{X}$	40%	35%	20%	28%	28%	30%	20%	17%
N	75	75	75	75	69	69	69	69
1982								
% above $\bar{X}$	49%	53%	47%	47%				
N	107	107	107	107				

Key

TAC - Tactical Officer
COC - Chain of Command
01 - Class of 1979
02 - Class of 1980

Source: Cpt. Brittenham, S-1, U.S.C.C., U.S.M.A.

fewest percentage of women rated above the men in both semester details. Women in the Class of 1981 also received the highest ratings from the Tactical officers and the chain of command for both details. For women the same pattern emerges again. Thus, women as a group receive the lowest rating from the members of the class immediately senior to their own.

In a study by Yoder, Rice, Adams, Priest, and Prince (1979), variables used to predict leadership after Cadet Basic Training were used again to predict leadership evaluations during the academic year for the Class of 1980. Recall that the categories used to predict leadership ratings were: (1) physical, (2) attitudinal, (3) personality, and (4) demographic. A summary of the strength of relationship of these predictor variables with academic year leadership ratings is given at Table 45.

The most interesting findings concern the differences in what is significant for men and women, and differences in the duration of these effects. As stated earlier in Chapter 2 the strongest correlate of leadership ratings, taken after basic training, is the cadet score on the physical aptitude examination (PAE),

Table 45
Means, Standard Deviations, and Correlations of All Predictors
With Measures of Leadership Ability

	All Cadets (N = 1110)					Male Cadets (N = 1024)					Female Cadets (N = 86)				
	CBT	1st SEM	2nd SEM	$\bar{X}$	S	CBT	1st SEM	2nd SEM	$\bar{X}$	S	CBT	1st SEM	2nd SEM	$\bar{X}$	S
PHYSICAL															
PAE	.44	.15	.19	533.34	107.60	.36	.17	.19	55[illegible].37	78.12	.40	[illegible]	.18	281.18	71.43
PAS	.23	.16	.18	63.25	9.69	.22	.15	.17	63.35	9.73	.37	.27	.19	62.16	9.15
Marksmanship	.23	.14	.13	48.57	7.54	.22	.13	.11	48.81	7.58	.11	.25	.27	45.77	6.46
Fallout	-.32	-.15	-.14	.24	1.16	-.09	-.11	-.07	.06	.44	-.58	-.44	-.34	2.57	3.32
ATTITUDINAL															
AMS 1	-.17	-.01	-.01	42.9	11.86	-.06	.01	.02	42.36	9.93	-.16	-.12	.03	57.29	8.65
AMS 2	-.15	-.03	-.03	40.22	13.04	-.05	-.01	.01	39.72	11.17	-.13	-.14	-.04	57.61	8.55
Military Commitment	.10	.03	-.03	57.97	15.77	.09	.02	-.04	58.24	15.74	.15	.10	.09	54.95	15.88
Desire to Graduate	.10	.06	.05	73.06	17.84	.09	.06	.04	73.54	17.65	.0[illegible]	.01	0	67.77	19.09
Organiz. Commit. 1	.04	.04	.06	46.97	11.28	.03	.03	.06	47.72	9.64	.17	.13	.07	47.71	10.28
Organiz. Commit. 2	.08	.10	.07	49.82	12.59	.08	.10	.07	50.72	9.43	.14	.21	.19	51.30	9.35
Satis. w/Academy	.06	.05	.06	31.03	7.84	.05	.04	.05	31.65	6.85	.12	.14	.19	30.07	6.67
PERSONALITY															
Rotter 1	-.01	-.04	-.03	7.45	4.07	-.01	-.04	-.02	7.55	4.01	.05	-.03	-.04	7.81	3.87
Rotter 2	-.05	-.08	-.06	6.88	4.11	-.05	-.07	-.05	6.70	4.05	-.12	-.16	-.08	7.23	3.80
Test Anxiety 1	-.02	.02	.02	4.74	3.35	0	.01	.02	4.73	3.31	.14	.13	.09	5.84	3.35
Test Anxiety 2	0	-.04	-.03	5.15	3.47	.01	-.06	-.04	5.19	3.38	.10	.16	.17	6.01	3.95
Emotionality	-.19	-.08	-.09	1.29	1.06	-.12	-.08	-.08	1.22	1.03	-.02	.06	.17	2.37	.79
PAQF 1	.13	.13	.13	21.22	4.54	.16	.14	.15	21.50	3.68	.04	.10	.06	22.22	3.87
PAQF 2	.04	.07	.07	21.76	4.99	.08	.08	.08	22.10	4.05	-.15	-.06	.07	23.14	3.59
PAQM 1	.20	.14	.11	22.65	4.94	.20	.13	.11	23.09	4.05	.14	.16	.02	22.05	4.19
PAQM 2	.23	.17	.13	23.40	5.53	.20	.16	.12	23.98	4.51	.35	.26	.15	22.08	4.68
DEMOGRAPHICS															
High Schl. Clubs	-.09	-.04	-.05	9.81	3.44	-.04	-.04	-.04	9.61	3.25	.04	-.05	-.08	11.99	4.56
College Courses	-.04	.03	.05	6.55	1.34	-.04	.04	-.04	6.56	1.36	-.12	-.09	-.23	6.47	1.15

male (r= .36) and female (r= .40). Similar strong effects are found for scores on a scale measuring cadets' attitudes toward physical activity (PAS; r= .22 for men; r= .37 for women). It is interesting to note that this relationship disappears during the school year for men, but remains for women (PAE with leadership first semester, r= .24; PAE with leadership second semester, r= .18, p=<.082; PAS with leadership first semester, r= .27; PAS with leadership second semester, r= .20, p=<.073). Although PAS and PAE are assessed early in a cadet's career, these scores are related to women's leadership ratings throughout their first year at the academy.

The continuing relationship of physical measures to long-term leadership ratings is again demonstrated with counts of dropping out of the two-mile runs (FALLOUT) during CBT. The more a woman falls out during CBT, the lower her leadership rating is after CBT (r= -.58) and even throughout the academic year (leadership first semester, r= -.44; leadership second semester, r= -.34). FALLOUT is not related to leadership ratings taken at any time for men. There are very few men who failed to complete the two-mile runs

($\bar{X}$ = .06, s= .44), while women dropped out more frequently and there was greater variability among the women themselves ($\bar{X}$ = 2.57, s = 3.32). Thus, it appears that physical measures are particularly related to leadership ratings for women, and that the physical measures continue to affect the leadership ratings of women throughout the academic year. More education is needed to remind typical male cadets that there is more to leadership than physical performance.

Summary

In this chapter it was reported that in academic performance women do better in Humanities, Social and Behavioral Science courses. The men's performance is slightly better in applied sciences and military science. The physical training program was changed for plebe year women based on empirical reports documenting a clear physiological performance difference. Dual versus lower standards were not adequately published to the men in the Corps of Cadets. There are nine intercollegiate sports programs for women accorded varsity status, and women are afforded opportunities to fully participate. However, to date, there are no "key sport" designations given to women's teams. The cumulative attrition for

cadets reveals that the women in the Class of 1980 have the highest rate. The percentage of women resigning from the Classes of 1981 and 1982 is slightly higher than that for men. However, the difference is not as great as that noted between men and women in the Class of 1980. In leadership, there appears to be a continuing relationship of physical measures to long term leadership ratings for women. This is indicative of the overemphasis of physical performance in the mind of the typical male cadet.

Chapter 4

CADET FIELD TRAINING

In this chapter on Cadet Field Training, conducted primarily at Camp Buckner, the following questions will be addressed: (1) Do women perform as well as men in the military training activities? (2) Do women perform as well as men in the physical training activities? (3) Is there a difference between men and women in reported illnesses and injuries in this physically demanding training environment? and (4) Are there differences in leadership performance for female versus male leaders?

Male and Female Cadet Military Training Performance

As of this writing, women in the Classes of 1980 and 1981 have completed their Cadet Field Training. The Class of 1982 will receive training during the summer of 1979. Thus, the descriptive statistics on training will only compare two classes. The military training conducted at Cadet Field Training is designed to acquaint the cadets with an orientation into the duties of the combat arms and many of the combat support branches of the Army. Within the eight week training,

at least four full weeks are devoted to training in the Infantry, Armor, Field Artillery, Air Defense Artillery, and Engineer branches (career fields). Even though women are not allowed to serve after graduation in Infantry, Armor, and Tube Artillery assignments, they do simulate individual and group combat performance tasks (i.e., lead patrols, adjust artillery, operate tanks) during their Cadet Field Training. The training conducted at Cadet Field Training is the closest the women cadets will come to performing in the restricted career branches. Overall women cadets continued to receive the same training as the men. However, when military training emphasized physical strength, upper body strength in particular, the women experienced more difficulty than did the men. A summary of the committee chief evaluations concerning the differences between the performance of men and women is given at Table 46. An inspection of the data reveals that with the exception of weapons training on the M-16 and Recondo training, women's performances were comparable to that of the men. In the third class Armor training there was some concern that women would not be able to effectively maneuver

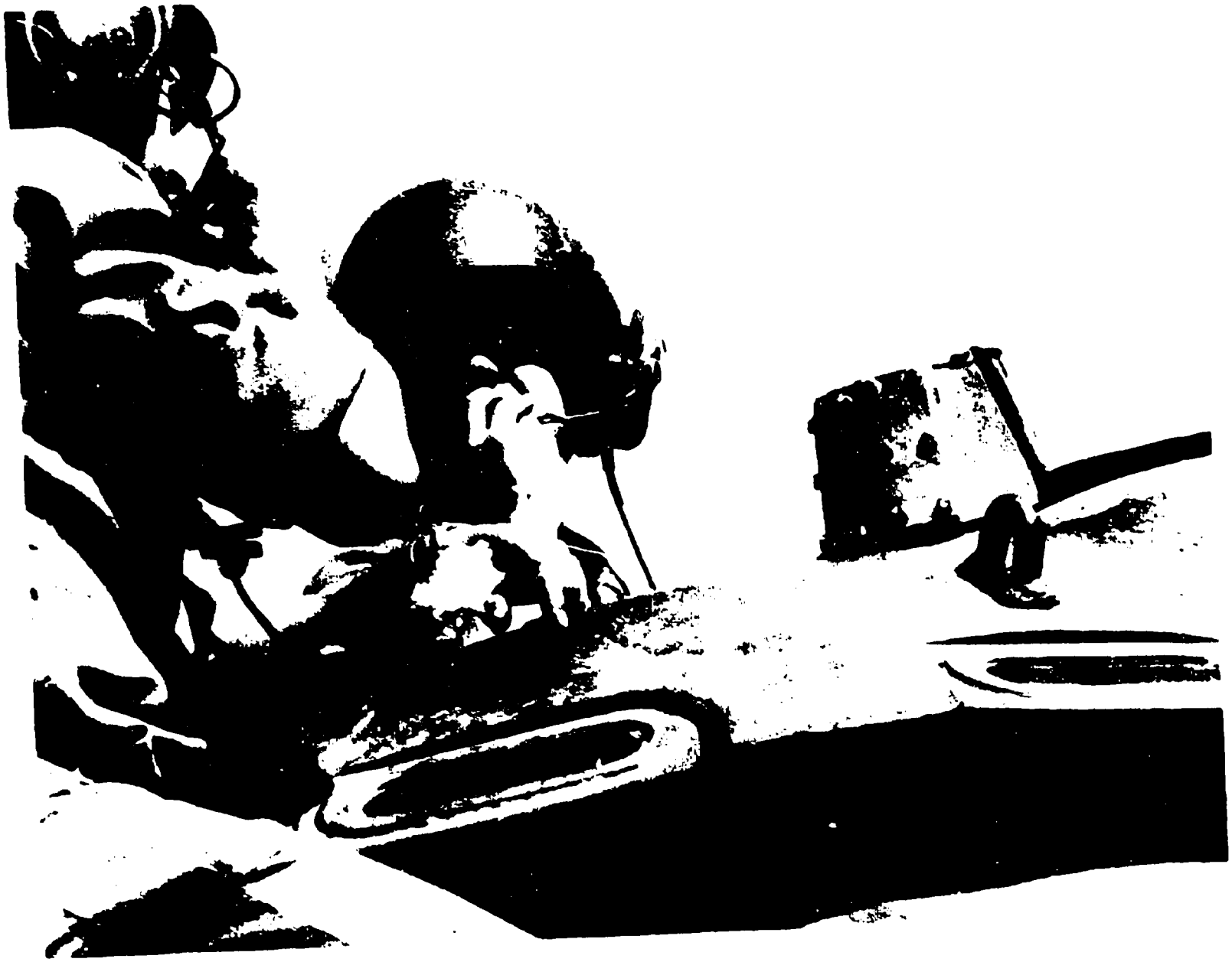


Table 46

Training Committee Chief Evaluations of Military Skills for Men and Women

Committee	Performance Approximately the Same	Performance Different
Weapons	o	x
Communications	o x	
Land Navigation	o x	
Nuclear/Biological/ Chemical	o x	
Infantry	o x	
Third Class Armor/ ADA	o x	
Field Artillery	o x	
Engineer	o x	
Recondo		o x

Key

o - Class of '80

x - Class of '81

Source: Department of Military Instruction, U.S.M.A.

tanks and armored personnel carriers over rough terrain. There were no problems encountered when women drove the vehicles. There was also a concern that stopping the tank would be a problem for women since considerable pressure needs to be applied to the brakes. There were no problems encountered.

During the Field Artillery training, men and women would rotate between one of three training areas: (1) loading and firing the howitzers, (2) forward observer to adjust the fire, and (3) operating the Fire Direction Center where the forward observer corrections were received, computed and adjustments were transmitted to the gun positions. Women performed well in all phases of the training. Women did not experience any major problems handling the ammunitions. Although the voice commands were given in a higher pitch, the gun crews did not experience any problems receiving and executing the commands.

In the Engineer training one phase consisted of erecting a temporary bridge. In some instances women were assigned less strenuous tasks by their male peers such as holding the guide rope and holding bridge pins. In a few instances, where women assertively pitched in to assist others carry three hundred pound sections,

the men would protectively direct other men to assume those roles. The bridge task was a timed exercise requiring a platoon-sized detail. It appeared that men were instinctively more protective than conscious of their actions.

The Recondo week of training is considered the most physically demanding training during Cadet Field Training. There are seven major phases of the Recondo Training: (1) mountaineering, (2) combatives, (3) stream crossing, (4) survival, (5) confidence test, (6) patrolling and (7) enduro run. There were some training performance differences. During combatives, women were pitted randomly with other cadets for hand-to-hand combat training. Although women completed the training, they did experience a little difficulty throwing their larger-framed partners.

In patrolling, women in the Class of 1980 did as well as the men. The lane graders (evaluators) were senior non-commissioned officers typically assigned to combat units. When they saw women performing in non-traditional roles (i.e. combat patrol leader), they were quite impressed. Thus, the women may have received a biased rating for trying hard in a non-traditional task. Alternatively, the non-commissioned officers

may have been more strict on the men's patrolling performances. The rationale would be that some dav one of these male cadets may be my platoon leader, thus they had better do things exactly right. For the Class of 1981, women's patrolling success was 73% compared to 85% for the men. In 1978, lane graders were briefed prior to patrolling about the previous year's bias. It is not known if the differences in 1981 were an oversensitive reaction to the earlier bias favoring women.

The Enduro Run had the most distinct difference for women and men. It consists of a timed run-walk exercise up and down a steep, rough, two-and-one-half mile area. Cadets wear full field training gear including a steel helmet, M-14 rifle, field pack, canteen, poncho, and boots. For the Class of 1980, cadets could elect to run as a two member team. In many cases men helped women during the run exercise. For the Class of 1981, each cadet ran the exercise on his/her own. Table 47 shows the Recondo performance for men and women in the Classes of 1980 and 1981. At Table 48 are the Recondo 1978 administrative results. These data and standards differ slightly from Recondo

Table 47

Training Results - Cadet Field Training
Recondo Performance

Class	Sex	Percent Received Patch	Enduro Run Success Rate (1st Attempt)*	Final Patrol Success Rate***	Final Grade Success Rate**
1980	M	75%	89%	-	75%
	F	73%	42%	-	73%
1981	M	82%	97%	85%	82%
	F	32%	42%	73%	32%

* On second attempts, more females made the required time for enduro run, but this score does not count towards final grade.

** Based on Composite of passing enduro run and the final patrol.

*** Not reported earlier.

SOURCE: Department of Military Instruction, U.S.M.A.

Table 48

Recondo 1978

Administrative Data

	Total #/% Go	Male #/% Go	Female #/% Go
Started Training	1109	1031	78
Mountaineering	1099/99	1023/99	76/97
Combatives	1079/97	1004/97	75/96
Stream Crossing	1090/98	1017/99	73/94
Survival	1095/99	1021/99	74/95
Confidence Test	1091/98	1016/99	75/96
Enduro Run (Men $\leq$ 29 min) (Women $\leq$ 31 min)	1091/98	1021/99	70/90
Patrolling	1069/96	998/97	71/91
TOTAL	1053/95	987/96	66/85

SOURCE: Department of Military Instruction, USMA

Patch data and standards in Enduro and Patrolling. It is interesting to note that the Enduro standards for men and women (29 and 31 minutes respectively) produced reasonably similar results (99% pass rate for men versus 90% pass rate for women). Administrative credit for Patrolling, i.e., attended and gained the training value, but did not achieve patch standards, also produced similar results (97% pass rate for men, 91% for women).

The Recondo Patch results (Table 49) indicate a definite advantage for the male cadets. The Enduro results (97% pass for men, 42% pass for women) clearly show that the 27 minute standard for women running without assistance is not realistic. There are several proposals on how best to solve the problem. One is to accept a 58% failure rate of the women, using the explanation that Enduro is a combat arms skill, and therefore women should not be expected to meet that standard. From the Military Academy's training and development perspective, the Enduro Run should be a physical test which teaches each cadet a great deal about his or her mental and physical limits. Thus men and women should participate. A second approach is that Enduro is an area where physiological differences prevail; therefore, the

Table 49

Recondo Patch Data - 1978

	Total #/%	Male #/%	Female #/%
Total Assigned	1120	1042	78
Not for Training	11	11	0
Started Training	1109	1031	78
Medex (during training)	60/5	52/5	8/11
Mountaineering	1099/99	1023/99	76/97
Combatives	1079/97	1004/97	75/96
Stream Crossing	1090/98	1017/99	73/94
Survival	1095/99	1021/99	74/95
Confidence Test	1091/98	1016/99	75/96
Enduro ($\leq$ 27)	1032/93	999/97	33/42
Patrolling	933/84	876/85	57/73
Awarded Patch	873/79	848/82	25/32

SOURCE: Department of Military Instruction, USMA

patch requirement time for the women should be different from the men's. A third approach is that the 27 minute standard for the women is acceptable, but the 97% pass rate for the men is too high; which indicates a faster men's pace should be required. This presumes that Enduro should be the major discriminator in the patch requirement. It is difficult to view, however, a 27 minute portion of seven days of demanding training as the key discriminator. Enduro should be challenging, but obtainable by most cadets. For the Class of 1982, the decision was made to accept option two, which allows 27 minute time for men and 31 minute time for women to qualify for the Recondo patch.

In summary women performed the same military training as did men in Cadet Field Training. Differences in military performance are still pronounced when there is an emphasis on physical strength.

Male and Female Performances in Physical Training Activities

In addition to the military training and orientation, all cadets at Cadet Field Training perform morning physical exercise -- unit runs. The results of the run fall outs for the Class of 1981 are given at Table 50. During each of the five-day running periods, more women

Table 50

DPE Run Fallouts - CFT
10 Jul - 18 Aug 1978

	5 days 25 runs	4 days 7 runs	5 days 11 runs	5 days 16 runs	4 days 16 runs	5 days 21 runs
Men (N)	38	11	14	0	7	6
%	36%	39%	29%		18%	17%
Women (N)	68	17	35	13	31	29
%	64%	61%	71%	100%	82%	83%

Source: Department of Physical Education, U.S.M.A.

fell out of the runs than did men. One tactical officer reported that "the women who fall out really try hard to earn peer acceptance. They run on their own in their free time in the evenings, but the daily training demands are so great on the body that these women are only continuing to tear down rather than build up their stamina."

Differences Between Male and Female Injury/Illness Rate

A comparison of the injury/illness rate for men and women, given at Table 51 , shows a much higher injury/illness percentage for women in both classes than for men. However, women were not as reluctant in the Class of 1981 to report injuries and illness as were the women in the Class of 1980. That is, women received less criticism and scorn from their male peers in the Class of 1981 when their injury or illness precluded them from taking physical training.

Leadership Performance for Women-Led vs. Men-Led Groups

In a field study during Cadet Field Training, Adams and Hicks (1978), conducted research which involved five cadet companies where women were assigned into non-traditional roles as cadre platoon leaders for the first

Table 51

Injury/Illness Rate*

Class	Dates	Average Number of Males Injured	Average Percent Male Injury	Average Number of Females Injured	Average Percent Female Injury
1980**	11-15 Jul 77	32	3.1%	8	10.8%
	15-19 Aug 77	45	4.4%	18	22.4%
1981+	2-23 Jul 78	15	1.4%	14	17.9%
	24 Jul-23 Aug 78	35	3.3%	38	48.7%

* Not to be interpreted as a major injury, but defined as any injury/illness which prohibited Cadet from taking PT due to written medical profile/excuse.

** 1032 men/81 women used as base strength figures.

\+ 1056 men/78 women used as base strength figures.

SOURCE: Keller Army Hospital, U.S.M.A.

time. The platoon leadership positions were for a four week interval after which a leadership change would occur. Female platoon leaders were assigned to both the first and second changeover details. Table 52 shows the quasi design used.

At the end of the summer training, all platoons leaders were asked to describe their leadership behaviors using Fleichman's Leadership Opinion Questionnaire. At a separate location, the subordinates were assembled to prepare peer ratings. During this time, the subordinates were also asked to describe the behavior of the platoon leaders of each detail using the same dimensions of Consideration and Structure. Because there were only five women assigned in the non-traditional roles as platoon leaders, a matched pair of five men from the same units on alternate details was used. Thus, the subordinates rated both the male and the female leader of the same platoon.

In terms of differences between how male and female leaders describe their own behavior, there were no significant differences. That is, there was no significant difference between male and female platoon leaders in how they described themselves on the dimen-

Table 52

Independent Variables: Cadet Company, Training Detail, and Leader Sex

Cadet Company	Leader Sex	Training Detail
1	Female	First Four Weeks Training
	Male	Second Four Weeks Training
2	Female	First Four Weeks Training
	Male	Second Four Weeks Training
3	Female	First Four Weeks Training
	Male	Second Four Weeks Training
4	Male	First Four Weeks Training
	Female	Second Four Weeks Training
5	Male	First Four Weeks Training
	Female	Second Four Weeks Training

Note 1: A sixth company was originally planned in the design, however, the female who was designated to be the platoon leader voluntarily resigned and the orthogonal block of 3 women first detail 3 women second detail was lost.

Note 2: The company designations 1 through 5 were used arbitrarily here to protect the anonymity of the male and female leader participants.

Source: Project Athena

sions of consideration or structure. The author conclude that the sample of only ten leaders was too small to note any sensitive differences between leaders on either of the criteria dimensions.

In the analyses where the subordinates described the leadership behavior of their leaders, statistically signficant effects were noted. When the subordinates used Consideration as the dependent variable a leader sex main effect was noted (see Table 53). The table shows that the platoon members perceived different behaviors on the part of male and female leaders with regard to the leader's concern for the welfare of the members.

However, because the tests of significance do not provide any information about the pattern of effects, a multiple classification analysis was conducted to determine which sex provided more concern (consideration) for subordinates. The results of this analysis are presented in Table 54 . The deviation from eta indicated in the LEADERSEX variables reveals that it is the female leaders whom subordinates believe as having more concern for the welfare of the troops.

Table

*Hierarchical Anova: (Consideration)

Source	Mean Square	F	Significance of F
Main Effects	170.30	2.46	.025
Leadersex	786.97	11.36	.001
Detail	8.43	(.12	.999
Company	56.61	0.82	.999
2 Way Inter-Actions			
Leadersex Company	151.96	2.19	0.088
Explained	164.19	2.37	0.014
Residual	69.27		

*Hierarchical approach (option 10) invokes the stepdown procedure. The sum of squares associated with the main effect for the first variable is not adjusted for any other variables. The sum of squares for the main effect for the second variable considered is adjusted only for the first variable, and so on (See Nie et.al., 1970).

Source: Project Athena

Table 54

Multiple Classification Analysis

Variable & Category	Unadjusted Dev'n	Eta	Adjusted for Independent Variables Dev'n	Eta
Leadersex				
1 Male	-1.70		-1.71	
2 Female	1.80		1.80	
		0.21		0.21
Detail		0.03		0.02
Company		0.11		0.11

Source: Project Athena

In the analyses where subordinates were asked to describe the leader behavior of their platoon leaders on Structure (Task Accomplishment) there were no main effects due to LEADERSEX. It is the authors' belief that the subordinates described their platoon leaders as equally capable of getting the task or mission accomplished. The multiple classification analysis revealed no significant difference between LEADERSEX for the Structure dimension (e.g., deviation eta for males -0.41 and 0.43 for females).

The issues and concerns of how women are performing in non-traditional leadership roles will continue to be studied. Research to date has been hampered by the very small sample size of women in actual leadership positions.

However, research reported elsewhere has been conducted to explore the traits of leaders as they relate to group task performance (see Yoder, Rice, Adams, Prince, and Hicks, 1979; Yoder, Rice, Adams, and Hicks, 1979; and Adams, Prince, and Priest, 1979). The 1977 laboratory study entitled Project Sentinel by Rice, Richter, and Vitters provided thirty-six female led and thirty-six male led groups to use with the per-

sonality data set of Project Athena.

A set of nine factors (see Table 55) was used to predict group performance on the structured and unstructured tasks for all leaders. No significant relationships emerged. When the set of nine personality characteristics were used as predictors of group performance in the female-led groups no significant relationships emerged. Finally, when the nine personality characteristics were used to predict the performance of the male-led groups, feminine valued qualities and self-concept were significant when the group had an unstructured task. Table 56 illustrates the results.

A correlation analysis of the variables, feminine valued qualities and self-concept, for male leaders resulted in a correlation of -.48 between the feminine qualities and group performance on the unstructured task. The partial correlation for the self-concept with group performance, holding feminine valued qualities constant, was a mere .05. Thus, male leaders of groups that scored well on the unstructured task also used few feminine valued items to describe themselves on the personal attributes questionnaire. A more detailed

Table 55

Nine Personality Measures of Male and Female Leaders

1.	Leadership Ratings:	A composite of cadet lesdership evaluation scores.
2.	Attitudes Toward Women:	Scores of the AWS developed by Spence and Helmreich, 1972.
3.	Least Preferred Co-Worker Score:	The total LPC developed by Fiedler, 1967 was used.
4.	Verbal Scholastic Aptitude Test:	Score from the verbal portion of the college entrance exam.
5.	Mathematics Scholastic Aptitude Test:	Score derived from the quantitative portion of the college entrance exam.
6.	Male valued Qualities:	Scores derived from the Personal Attributes Questionnaire developed by Spence and Helmreich, & Stapp, 1974.
7.	Feminine valued Qualities:	Scores derived from the PAQ on femininity developed by Spence and Helmreich, & Stapp, 1974.
8.	Locus of Control:	Internal versus External directed control of reinforcement developed by Rotter 1966.
9.	Self-Concept:	Scores derived from the Tennessee Self Concept Scale for positive self concept and negative developed by W. H. Fitts, 1970.

Source: Project Athena

Table 56

Simple Regression Results Using Nine

Personality Characteristics to Predict Group Performance

Leader Sex	Group Performance	R^2	F Ratio	Significance Level
male & female	structured task	.11	.68	n.s.
male & female	unstructured task	.14	.97	n.s.
female only	structured task	.26	.81	n.s.
female only	unstructured task	.30	1.01	n.s.
males only	structured task	.11	.29	n.s.
males only	unstructured task	.53	2.66	.03

Source: Project Athena

discussion of the methodological design and analysis is presented elsewhere. (Yoder, Rice, Adams, Prince, and Hicks, 1979).

Overall, the results suggest that the use of leader personality characteristics to predict group task performance has not been successful. Even with the large data base from Project Athena, we were not able to identify sex-role related personality variables which affect women in leadership positions. The only exception to the overall negative results concerns the degree to which male leaders conform to a masculine stereotype.

Because the personality-trait approach to predict group task performance from personality characteristics of the leader was generally negative, research was done using the Project Athena data to examine the potential moderating effect of the leader's sex and the followers sex-role attitudes on group performance. The underlying rationale for this investigation is the work of Blades and Fiedler (1973). They considered leader personality characteristics that moderated the relationship between follower intelligence and group performance.

The issue being explored was that the correlation

between the leader's and followers' intelligence and group performances is stronger in groups with male cadet leaders than in groups with female cadet leaders. The basis for this assumption is the belief that female leaders must address and overcome sex-role issues not faced by their male cadet peers. This line of logic also follows the research of Schein (1973) whose findings indicate that the stereotype of a manager is essentially masculine. Finally, the attention women cadet leaders focus on sex-role issues may lessen the impact of their intellectual resources on task issues.

The analysis used a hierarchical multiple regression analysis first entering leader intelligence then the moderating variable, Attitudes toward Women Scale (AWS). A more detailed treatment of the statistical analysis is provided in Yoder, Rice, Adams, and Hicks, (1979). The results of the moderator variable AWS proved to be illuminating. The results are given at Table 57.

In general, the higher the intellectual ability of the cadet leader, the more productive the group was, on the structured task. This relationship was strongest when a male leader was appointed to lead a group of men with traditional sex-role attitudes; as expected, the

Table 57

Correlations of Leader's Intelligence with

Performance on the Structured Task

Verbal Intelligence

	Male Leader	Female Leader
Liberal AWS	-.27	.23
Traditional AWS	.44	.11

Math Intelligence

	Male Leader	Female Leader
Liberal AWS	-.38	.26
Traditional AWS	.41	.17

Source: Project Athena

relationship was not as strong when a female cadet was assigned to lead the group, regardless of the sex-role attitudes of her male subordinates. Surprisingly, a negative relationship was found between leader intelligence and group performance when a male cadet was asked to lead a group of males with egalitarian sex-role attitudes.

There are several implications of these findings to the study of female cadets as leaders at West Point. First, there is no simple effect of the leader's sex. Rather, the leader's intelligence and group performance are related only under certain conditions involving both the followers' and leader's characteristics. What this means is that leadership involves an interacting process between the individual leader and the group which is the result of several variables.

Second, the data suggest that male cadets resisted the leadership attempts of the appointed female cadet leaders in their group. Data presented elsewhere, (Priest, Prince, and Vitters, 1978), show that male plebes had a strongly negative attitude toward women in the Army. Thus, groups led by women were not as able to profit from their leader's intelligence, in

part, because of the prejudice against women.

In summary, research on leadership performance is still needed. Research being conducted at Cadet Field Training for the Class of 1982 will examine the bases of power used by leaders, the forms of influence subordinates perceive them to have, and the types of influence leaders use to facilitate task performance. The results of these studies will be reported next year.

Summary

In this chapter women's performance at Cadet Field Training was addressed. In military training women performed the same training tasks as did the men. Excepting the Recondo phase, women performed at approximately the same level as did men. There still remains a pronounced difference in physical training performance between women and men. Women also report a higher injury/illness rate during Cadet Field Training. The data on leadership is still being studied because too few women to date have been in leadership roles to generalize findings. However, an examination of traits or personal attributes of leaders yielded generally negative results. In essence we can assume that each cadet's ability to succeed as a leader will be more a

function of how well he or she applies the training and experience learned as opposed to possessing some unique personality traits.

Chapter 5

CADET ADVANCED TRAINING

In this chapter on Cadet Advanced Training, the discussion will be directed at the activities cadets accomplished while assigned to Cadet Troop Leader Training, CTLT, Drill Cadet Program, DCP, and Cadet Military Skills Training, CMST. The questions addressed in this chapter are: (1) How well do men and women cadets perform as platoon leaders during Cadet Troop Leader Training? (2) How satisified are female cadets with their Cadet Troop Leader Training experiences? (3) How well do male and female cadets perform in the Drill Cadet Program? and (4) How well do female and male cadets perform in individual specialized training in the Cadet Military Skills Training Program?

Male and Female Cadet Performance at Cadet Troop Leader Training

As of this writing only the women in the Class of 1980 have experienced Cadet Advanced Training. Thus, the data will be looking at men and women within a given class at one point in time.

The primary objective of the Cadet Troop Leader Training program is to provide cadets with a realistic

leadership experience while assigned to units of the active Army and performing those duties normally given newly assigned second lieutenants. Specific program goals are:

a. To increase each cadet's leadership experience.

b. To assign each cadet to a junior officer position within an active Army unit.

c. To familiarize each cadet with command, training, administrative and logistical functions of a company level unit.

d. To expose each cadet to on-duty and off-duty environment of a junior officer.

Male cadets are assigned to TOE units as platoon leaders in the following branches: Infantry, Armor, Field Artillery, Air Defense Artillery, Engineer, and Signal. Based on the combat exclusion policy for women in the Army, female cadets are assigned to TOE units as platoon leaders in the following branches: Adjutant General, Field Artillery, Transportation, Military Intelligence, Ordnance, Quartermaster, Military Police, Chemical, Signal, and Engineer.

The cadets serving in Army units do not merely simulate training roles. The following excerpt taken from USCC Circular 350-2 summarizes the legal status of cadets during Cadet Troop Leader Training:

"a. Under existing law (10 USC 3075(b) (2)) cadets are members of the Regular Army. Their military rank is above that of enlisted personnel, but their rank is below that of commissioned or warrant officers (PARA 1-7 AR 600-20). With some minor exceptions, they are entitled to the legal rights of officers of the Army as distinquished from non-commissioned officers. Cadets, may in connection with their duties, issue orders to subordinates. Enlisted personnel who violate or fail to comply with orders issued by cadets may be court-martialed under the provision of Article 92, UCMJ. Since cadets will serve in officer positions, enlisted personnel are expected to salute cadets and address them as 'Sir.'

b. Cadets do not have the requisite status under prevailing laws and regulations to assume certain responsibilities and to perform specified duties during CTLT. They are ineligible to sit as members of courts-martial UP Article 25, UCMJ, or act as safety officers or to be responsible solely for operation of a range (see AR 385-10 and AR 385-63). The same reasoning applies to positions which require certification (e.g., property accountability UP AR 735-5 and voucher certification UP AR 210-10) or Staff Duty Officer directly responsible to the Commanding Officer. There is no legal prohibition under pertinent laws and regulations to their acting as participants (but not commanders) in riot control and contingency missions."

Most cadets in the Class of 1980 were assigned to a four week Cadet Troop Leader Training assignment to active Army units in Alaska, Europe, Hawaii, Panama, and throughout the continental United States. Table 58 shows the actual assignment of male and female cadets by location and by branch duty assignment. As the data illustrate, 882 cadets participated in the program

Table 58

Cadet Participation in Cadet Troop Leader Training
by Location and by Branch

	AD	AG	AR	EN	FA	IN	MI	MP	OD	QM	RG	SC	SF	TC
Men														
Conus	34	0	86	68	82	145	0	0	0	0	4	40	10	0
Alaska														
Hawaii														
Canal Zn	0	0	0	2	1	28	0	0	0	0	0	1	1	0
Europe	29	0	78	67	45	87	0	0	0	0	0	23	0	0
Total Men	63	0	164	137	128	250	0	0	0	0	4	64	11	0
Women														
Conus	0	0	0	0	0	0	4	2	3	2	0	6	0	4
Alaska														
Hawaii														
Canal Zn	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Europe	0	3	0	2	3	0	3	3	1	1	0	5	0	4
Total Women	0	6	0	2	3	0	7	5	4	3	0	11	0	10

Branch
Key

AD - Air Defense
AG - Adjutant General
AR - Armor
EN - Engineer
FA - Field Artillery
IN - Infantry
MI - Military Intelligence
MP - Military Police
OD - Ordnance
QM - Quartermaster
RG - Ranger Units
SC - Signal Corps
SF - Special Forces
TC - Transportation Corps

Source: Department of Military Instruction, U.S.M.A.

in 1978. (There were 121 men in the Class of 1979 who did not attend Cadet Troop Leader Training the previous summer who are included in these totals).

For men, the majority of assignments were in Air Defense, Armor, Engineer, Field Artillery, Infantry, and Signal Branches. For women in the Class of 1980, top three branch assignments were Signal Corps, Transportation, and Military Intelligence.

Because the main objective of the Cadet Troop Leader Training program is to provide each cadet with the opportunity to develop her or his leadership ability through realistic, practical experience as a junior officer in the Army, there are no ratings of performance. However, there are counseling forms which Army officers complete on the performance of each cadet. The forms are designed to provide information about cadet leadership strengths and weaknesses through a narrative summary. These forms have no numerical score. Thus, quantified measures of male and female cadet performance are not possible.

In a preliminary content analysis of the narrative comments provided by Army officers some gender specific comments did emerge. Table 59 shows the narrative categories where gender specific statements appeared most

Table 59

Cadet Troop Leader Training
Counseling Form Results

Category	Men - Class of 1980	Women - Class of 1980
Demonstrated Self-Confidence	no differences	
Decision Making Ability & Common Sense	no differences	
Ability to Communicate & Work w/Seniors, Peers & Subordinates	Men described favorably less often	Women described favorably more often
Bearing & Conduct (on-&-off duty)	no differences	
Primary Strengths	Initiative, assertiveness	Work well w/ subordinates
Attitude toward Responsibilites of a Commissioned Officer	no differences	
Abilitiy to take Initiative in Maintaining Standards w/in Unit	no differences	
Advice on how this Cadet can best use his/her energy to optimize self-development prior to commissioning	More leadership experiences	Develop staff skills more fully
Overall Evaluation of Cadet's performance (satisfactory/ unsatisfactory)	no differences	

Source: Project Athena

frequently. Overall there were frequent patterns of responses which differentiated female and male cadet performance on categories of self confidence, decision-making, military bearing and conduct, attitudes toward officer responsibilities, and ability to maintain unit standards. Both men and women were described with similar terms. That is, the reader would not know if the cadet were male or female based solely on the narrative remarks.

However, on three categories women were consistently described differently from a matched pair of men assigned to the same major command. For ability to communicate and work with seniors, peers and subordinates, women consistently received more positive statements about their performance in this area. Perhaps, the novelty of the first women from West Point had some effect on communication with superiors. Perhaps, the more communal, expressive, helpful personal attributes more typically ascribed to women influenced the perception of communications with peers and subordinates. Fewer favorable comments were made about male cadets' communications and work with subordinates.

The primary strength cited for women was their ability to work and establish rapport with subordinates. Men tended to receive more positive personality attributes such as assertive, shows initiative, etc. When the officers were asked how a cadet might best improve prior to commissioning, statements given about men more typically suggested more opportunities for leadership experiences. Comments suggested for women were more about how to develop more knowledge and staff skills. With the exception of a few conduct disciplinary cases, all cadets participating in Cadet Troop Leader Training successfully completed the program.

At the end of the Cadet Troop Leader Training experience, the author gave a questionnaire. It was designed to measure the level of satisfaction women in the Class of 1980 had after Cadet Troop Leader Training. A summary of the results is given at Table 60. The data show many interesting comparisons for men and women. A similar percentage of men and women received their first choice in assignment location. However, men in the Class of 1980 were concerned that women would receive a greater proportion of first choice assignments. For branch choice 62% of the men received their first choice, only a third

Table 60

Cadet Troop Leader Training Satisfaction
for Men and Women in the Class of 1980

Item	Men N = 737	Women N = 70
Assignment (1st choice)	408 55%	39 56%
Branch (1st choice)	456 62%	23 33%
I was given an important leadership position	528 71%	48 68%
My commander allowed me to make decisions on my own	576 78%	52 74%
During CTLT I received greater kindness because of my race, sex, or ethnicity	42 5%	14 20%
Match of CTLT expectation and actual experience (similar)	377 51%	29 41%
Evaluate overall worth of CTLT training experience (positive)	623 85%	58 83%
Which branches offer the best careers for women?	AG 26% FI 20%	MI 31% AG 16%
Which branches offer the least opportunities for women?	EN 47% MP 13%	FI 17% TC 15%
If you had to choose now, which branch ?	IN 25% EN 20%	MI 40% EN 21%

Source: Project Athena

of the women did. This may be in part due to the unusually high request for Military Intelligence. Women in the Class of 1980 appeared to be very much enamoured with Military Intelligence as a choice.

There were 71% of the men and 68% of the women who perceived that they held an important leadership position. A similar percentage of men and women, 78% and 74% respectively, thought that their commanders allowed some decision-making discretion.

There were 20% of the women who reported greater kindness during the Cadet Troop Leader Training. No doubt, the pioneer effect of the first women in this assignment from West Point had some impact. Less than half, 41%, of the women felt that the training experience matched their expectations, yet 83% of the women thought positively about the worth of the experience. The fact that only 33% of the women received their first choice, yet 83% tried to make the most out of the experience, is testimony to the positive outlook women carried into their training experience.

Women in the Class of 1980 thought that Military Intelligence and Adjutant General Corps offered the best career opportunities for women. If given the choice

at the end of CTLT, 40% of the women in the Class of 1980 would elect Military Intelligence and 21% Engineers.

In summary, women performed in similar duties as did men during Cadet Troop Leader Training. Women were not assigned to Air Defense Artillery, Armor, and Infantry branches nor were they assigned to Ranger and Special Forces units.

Based on counseling forms, women were described favorably more often in their ability to communicate and work with superiors, peers, and subordinates. Women were advised to develop more knowledge and staff skills prior to commissioning . Men were advised to develop more leadership experiences. Men received a greater percentage of branch first choices than did women on Cadet Troop Leader Training. Women's expectations were higher than their reported experiences. But, over 80% of the men and women report that they had a positive training experience. Many questions about detailed performance remain unanswered. During the summer of 1979, several projects are being conducted to examine more closely: (1) the attitudes of Army officers and the relationship between attitudes and

cadet ratings; (2) the bases of power which men and women use in work accomplishment; (3) the forms of influence available and the types of influence men and women use to get the tasks accomplished. The studies are world-wide in scope. The results will be reported in the summer of 1980.

Drill Cadet Performance

There were 96 cadets who participated in the Drill Cadet Program, DCP, serving as Drill Instructors in basic training companies. Female cadets participate in the Drill Cadet Program at those installations (currently only Fort Jackson) which conduct the integrated basic training program. Male cadets are assigned to both integrated and male basic training companies. There were no reportable differences in performance between men and women in the Drill Cadet Program. Table 61 shows the location and number of cadets who participated in the Drill Cadet Program in 1978.

Cadet Military Specialty Training Performance

There are six Military Specialty Training Programs: (1) Airborne, (2) Ranger, (3) Northern Warfare

Table 61

Drill Cadet Program Locations

Location	Male Cadets	Female Cadets
Ft. Jackson	26	16
Ft. Knox	17	0
Ft. Dix	21	0
Ft. Leonard Wood	22	0

Source: Department of Military Instruction, U.S.M.A.

Training, (4) Jungle Warfare Training, (5) Flight Training, and (6) Survival, Evasion, Resistance and Escape Training.

The Airborne School is the core program of military specialty training. During the summer of 1978, there were 629 cadets who attended airborne training. The airborne course consists of three phases: (1) ground week, (2) tower week, and (3) jump week. During week one, ground instruction is given in parachute landing falls, jump commands, aircraft exit techniques and physical conditioning. Tower training in the second week involves physical training, jump commands, aircraft exits, malfunction procedures, control descent and landing falls and recovery. During jump week, five jumps are made to qualify for graduation. The Army Physical Fitness test minimum standards to qualify for Airborne school are given at Table 62 . In the spring of 1978 a few women informed the Commandant of Cadets, Brigadier General Bard, that all of the women wanted to take the same physical fitness standards as the men to qualify for Airborne. However, not all of the women in fact wanted the men's standard. As a result some women who tested using the male standard failed to qualify for airborne.

Table 62

Army Physical Fitness Test Minimums
for Airborne School

APFT	Men	Women
Sit-ups	32	32
Horizontal Ladder (rungs)	36	16
Run, Dodge and Jump (seconds)	24.5	27.4
Inverted Crawl (seconds)	25.0	27.5
Two-Mile Run (minutes)	19:07	19:07
Four-Mile Run (minutes)	32	35
Chin-ups	8	N/A

Source: Department of Military Instruction, U.S.M.A.

The problem this example points out is the erroneous belief that a few women speak for all women cadets. To date, no informal cohesive group has been formed where the majority of the women agree to use that organ to voice their concern to senior officials. More will be said about this in Chapter 6.

Ranger School is designed to enhance the skills of advanced small unit tactics and to develop individual leadership behaviors under conditions which simulate combat. The course consists of three phases where cadets learn self defense, demolitions, mountaineering, patrolling and tremendous physical stamina. The ranger tab is awarded based upon successful completion of the training and passing at least 50% of the graded patrols. Department of the Army policy prohibits women from attending Ranger School. Therefore, no women cadets participate.

The Northern Warfare School located at Fort Greely, Alaska, is an intensive, physically demanding three-week course designed to teach specialized techniques in land and water navigation, mountaineering and glacier traversing. The program of instruction is divided into three phases, each lasting approximately one week. At the Black Rapids

Training Site, during the first phase, instruction and practical exercises are given on the proper use of climbing aids to traverse obstacles encountered in rugged mountainous terrain. During the second phase, a different type of obstacle, the glacier, is found. This, combined with a two-day FTX, provides a significant challenge to the student. During the final phase, instruction is given on navigating Alaska's treacherous inland waterways.

The Jungle Operations course, located in Panama, is a physically demanding two week course designed to teach the student to operate in a jungle environment. Tactics and special operational techniques for use in the jungle are emphasized. The course consists of two phases. During the first phase instruction is given on basic survival, including how to find edible food, methods of constructing shelters, basic land navigation, stream crossing, and mountaineering technique. The second phase consists of squad and platoon size patrols which are planned during the day and executed at night.

The Flight Training program is located at Fort Rucker, Alabama. It is a four-week program which includes forty-five hours of flight associated ground training and fifteen

hours in an Army rotary winged helicopter.

The Survival, Evasion, Resistance and Escape, SERE program is offered at the U.S. Air Force Academy, Colorado. The three-week program is designed to teach personnel how to survive under simulated combat conditions when separated from friendly forces. During the first phase, conducted at the Air Force Academy, instruction is given in basic land and water survival, code of conduct, PW training, and aircraft vectoring techniques. The second and last phase is conducted at Pikes Peak National Forest and includes practical exercises in living off the land to include use of shelters, snares, and techniques of signaling. The course ends with a four-day escape and evasion course.

Listed at Table 63 is a summary of female and male cadet performances during the Cadet Military Specialty Training. With the exception of Airborne mentioned earlier, women completed 100% of the military specialty training programs. A comparison of the percent graduated for the summers 1975 through 1978 is provided at Table 64. These data show that for the previous three all-male classes, there was a lower overall percent graduated from military specialty training. The exception is the

Table 63

Summary of Female and Male CMST Performance
Class of 1980

Training		Enrolled	Dropped	Graduated	% Graduated
Airborne	Women	31	4	27	87.1%
	Men	587	42	541	92.2%
Ranger	Women	(Not eligible to participate)			
	Men	55	6	49	89.1%
Northern Warfare	Women	4	0	4	100%
	Men	56	0	56	100%
Jungle Warfare	Women	3	0	3	100%
	Men	54	0	54	100%
Flight Training	Women	2	0	2	100%
	Men	36	0	36	100%
Survival, Evasion Resistance & Escape	Women	1	0	1	100%
	Men	26	0	26	100%

Source: Department of Military Instruction, U.S.M.A.

Table 64

Cadet CMST Percent Graduated Summary

Course	1978*	1977	1976	1975
Airborne	92.6	98.7	91.1	83.0
Ranger	85.0	96.4	92.7	87.0
Flight	100.0	95.6	100.0	98.0
Northern Warfare	100.0	100.0	99.1	98.0
Jungle Warfare	100.0	97.3	100.0	94.0
Survival, Evasion, Resistance & Escape	100.0	100.0	95.7***	
Drill Cadet Program	100.0**			

*1978 is the first year women have participated in CMST Programs.
**The DCP Program began in 1978.
***The SERE Program began in 1976.

Source: Department of Military Instruction, U.S.M.A.

Ranger training which still does not have women participating. In summary women appear to perform as well as men in all military specialty training programs. It should also be noted that these programs are voluntary. Also, the women who elect to participate represent a smaller percentage of the total number of women cadets than the percentage number of male participants.

Summary

In summary, women on Cadet Troop Leader Training performed in similar duties as did men. Women were not assigned to Infantry, Armor, and Air Defense branches. However, they were assigned to Field Artillery units. Army officers using cadet counseling forms tended to describe women more favorably in their ability to communicate and work with persons at all levels of the unit. Women's expectations and experiences were matched at a lower percentage than men. However, both men and women valued the experience as positive. Except for Airborne, the percentage of women completing the military specialty training was comparable to that of the men. However, a smaller percentage of the total class of women volunteered for some of the very physically demanding training.

Chapter 6

ONGOING PROGRAMS AND THE FUTURE

The purpose of Chapter 6 is to discuss current unresolved issues and future problems which need attention in order to promote the full assimilation of women. The main questions to be addressed in this chapter pertain to cadet social relationships and institutional long term planning. For social relationships, the primary questions are: (1) Has coeducation caused special problems in dating between male and female cadets? (2) Have issues of fraternization impacted on the effectiveness of the cadet chain of command since the arrival of women? and (3) Is there a need for a Human Sexuality Program at West Point?

For institutional long-term planning, the questions to be addressed are: (1) Have senior Academy policy planners been active in developing a systematic program to overcome sexism within the Corps of Cadets? and (2) Have senior Academy officials been interacting with officials in Washington on issues affecting male and female cadets after graduation?

Social Relationships: Dating

It is impossible to expect that no emotional relationships between the sexes will develop as an all-male institution becomes coeducational. The camaraderie which normally develops in all-male units is strongly encouraged and is taken to be a sign of the health of a unit. With men and women enduring similar hardships and sharing common training experiences as cadets, a similar camaraderie develops. Special friendships form naturally within the Corps of Cadets. When the aspect of coeducation is added, the potential for emotional involvements is much greater.

Current policies on cadet dating can be summarized as follows:

> Dating among cadets of the upper classes, or by cadets of the fourth class among themselves, is permissible. Dating or establishment of any emotional relationship with a fourth class cadet by an upper class cadet is not permitted. Dating by cadets will be conducted with the same high standards of discretion and good judgement always expected of cadets. Cadets should have opportunities to enjoy informal social contact with each other; however, it must be understood that such class interaction must preserve the separation between the fourth class and the upper classes, and that all cadets should avoid emotional relationships which interfere with the proper exercise of their duties within the cadet organization for the good order and discipline of the Corps.

In January, 1979 a stratified, random sample of twelve percent of the men and fifty percent of the women took part in a survey on cadet attitudes about social relationships. The following definition for dating was given: "Dating is a planned social or recreational activity involving two people, and involves something more than just congregating together in a group." Male and female cadets were asked a number of questions about their own personal opinions, regardless of what official regulations of the Academy state. The results of the dating responses for men and women are illustrated at Table 65.

The data show that 34% of the women approve of dating between cadets and officers. Slightly less than 22% of the men would approve. When asked about dating between cadets and enlisted soldiers, 29% of the male cadets and 30% of the female cadets approved. Interestingly, a higher percentage of male cadets would approve of dating enlisted soldiers than they would for dating between cadets and officers. For women the reverse is true. A higher percentage of women would approve of dating between cadets and officers than between cadets and enlisted soldiers. Current

Table 65

Survey of Male and Female Cadet Opinions about Dating

Dating	Men	Women
Between Cadets & Officers		
Approve	21.6%	34.3%
Neutral	24.4%	40%
Disapprove	53.9%	25.7%
Between Cadets & Enlisted		
Approve	28.6%	29.6%
Neutral	27.4%	35.2%
Disapprove	44%	35.2%
Between Plebes & Upperclasses		
Approve	16.5%	38%
Neutral	19.8%	21.1%
Disapprove	63.7%	40.9%
Between Cadets in Same Class and Company		
Approve	50.3%	86%
Neutral	27.1%	14%
Disapprove	22.5%	0%
Between Cadets in Same Class & Different Company		
Approve	57.9%	98.5%
Neutral	27.4%	1.5%
Disapprove	14.6%	0%
Between Upperclasses in Same Company		
Approve	42.7%	85%
Neutral	24.4%	14%
Disapprove	32.9%	1%
Between Upperclasses in Different Companies		
Approve	54.6%	90%
Neutral	28.4%	7%
Disapprove	17.1%	3%

Source: Project Athena

policies at West Point prohibit dating between cadets and officers as well as between cadets and enlisted soldiers assigned to West Point.

When cadets were asked their opinions about dating between plebes (freshmen) and upper classes, only 16.5% of the men would approve. The women were more approving - 38%. Regulations at West Point prohibit dating between plebes and upperclasses since such activities would in effect "recognize" the fourth class cadet.

For the remaining questions concerning dating: within and between upperclasses and within and between cadet companies, the women were overwhelmingly more positive about approving dating activities than the men.

In addition to the controlled sampling plan survey, cadet members of the extracurricular organization called the Corbin Seminar conducted an informal interview of eighty-one members of the Corps of Cadets on the subject of dating. Dating was defined as: "Any activity between two members of the opposite sex with the intent for a romantic relationship is a date." Based upon the interview data, cadets in the Corbin Seminar reached the following conclusions about attitudes and perceptions on dating:

1. There exists an attitude among the Corps of Cadets that dating is an issue which needs some guidelines, but not formal, steadfast definitions or regulations.

2. There exists a perception that when two cadets are seen together on multiple occasions that they are dating, or in the case of the fourth class, fraternizing.

3. Mere association or friendliness between cadets of differing rank is often seen as prima facie evidence of favoritism and fraternization. Especially sensitive are relationships between cadets and their raters, and cadets in the chain of command who are in close proximity. The latter is the source of friction especially when a First classman dates any lower class in his company.

4. There exists a perception that dating between cadets in some circumstances may hinder the good operation of a unit in the Corps of Cadets, (an example includes the rating chain of command).

5. There exists a perception that dating between cadets is used to "get over" on the system or to take advantage of authorizations. This perception is held by a majority of cadets who are dating civilians.

6. There exists a perception that familiar assocations

whether actual or merely rumored, erode morale and cause concern over the issue of preferential treatment.

7. Cadets dating on the reservation are often exposed to verbal and non-verbal harassment from other cadets. The hostility towards dating serves to discourage romantic interactions between cadets of differing sexes, to the isolation of women cadets. This isolation diminishes the value of the West Point experience by denying the women cadets the opportunity to form harmonious working relations with their future peers in the Army.

8. Cadets who do date, feel pressure due to a perception that other cadets disapprove of their relationships. This disapproval occurs both verbally and non-verbally and is the cause of discomfort in cadet life and activities that are geared to be enjoyable.

9. Among dating cadets, there is a need to be honest and open with relationships in order to avoid misinterpretations. There is a need on all cadets' parts to be sensitive to other's feelings.

10. All cadets must be aware of regulations and insure proper following of regulations to avoid rumors and

problems, (e.g., open doors, lights on, limits, authorized meeting places, discretion).

11. There exists a feeling that unless there is a one-to-one (or two-to-two in the case of roommates and their guests of opposite sex) situation then the door should be allowed to be closed.

In summary, dating is a natural outgrowth of interpersonal attraction between women and men. Many cadets believe that a date can be many things to different people. If dating is defined as socializing with a member of the opposite sex outside of the line of duty, this could liberally be interpreted to imply any social contact when female and male cadets meet. A date does not depend on the activity. Rather, it depends on the intent of the parties involved. It is impractical to attempt to legislate emotional attraction. However, Academy officials can and should provide guidelines as to whether such emotional relationships impair the discipline and good order of the unit.

Social Relationships: Fraternization

In the summer of 1978, the Superintendent directed that a Fraternization Policy Working Group be formed

to study and recommend an institutional policy on fraternization. The policy was approved and disseminated to the staff, faculty, and cadets early in 1979. The policy concerning fraternization affects cadet relationships on three levels: (1) upperclass and fourth class, (2) male/female relationships and (3) staff and faculty/cadet relationships.

The most visible instances of fraternization between upperclass and fourth class cadets are those involving cadets of opposite sexes. However, the true policy concerning upper class/fourth class relationships is not sex-specific. Due to the nature of the Fourth Class System, no upper class cadet may establish an unauthorized social relationship with a fourth class cadet.

In the Superintendent's Annual Report on the Integration of Women, the policy concerning fraternization between men and women has been modified as follows:

> "Not permit his or her performance of duty to be compromised through over-familiarity or other improper relationship with subordinates, superiors, or contemporaries. An improper senior-subordinate relationship (sometimes called fraternization) is defined as: unduly familiar relationships between military personnel (includes officers, cadets, enlisted personnel) of different rank which involve,

or give the appearance of, partiality, preferential treatment, or the improper use of rank or position for personal gain. Such relationships are prejudicial to good order, discipline, and high unit morale. They compromise regard and respect for authority and impair the ability of the senior member to exercise fair and impartial judgement and must not be tolerated."

The third level involving fraternization is that of staff and faculty/cadet relationships. This subject can be both non-sex specific (a social relationship between an officer and a cadet) or sex specific (dating between male or female soldiers and male or female cadets). The Superintendent's memorandum of 30 October 1978 addresses aspects of both of these types or relationships. The appropriate paragraph of cadet regulations has been written to reflect the Superintendent's policy:

"Personal associations, both professional and social, between officer and enlisted military personnel and cadets play an important role in the education and socialization of cadets. As such, these associations are encouraged. Overly familiar associations, however, whether actual or merely rumored, erode the traditional distinction between seniors and subordinates, compromise respect for the senior, and often infringe upon the privacy and dignity of the subordinate. In this regard, dating between officers and cadets or between enlisted personnel and cadets is regarded as professionally improper."

In January 1979, the same random sample of cadets who took part in the dating survey also answered questions about fraternization. The following definition of fraternization was given to the cadets: "An improper senior subordinate relationship (sometimes called fraternization) is defined as: An unduly familar association or dealing between seniors and subordinates, which prejudices good order and discipline, either by compromising regard and respect for authority, or by impairing the ability of the senior member to exercise fair and impartial judgement." Female and male cadets answered several questions relating to fraternization. A summary of their reponses is listed at Table 66. Approximately 90% of the women and men sampled thought that inappropriate senior-subordinate relationships between the sexes exist in the Corps. The existence of fraternization between male cadets was acknowledged by more than 90% of the women, but by only 65% of the men. Over 95% of all women sampled saw that casual social contacts in the Corps between the sexes did not constitute an inappropriate relationship. Surprisingly, there were almost 12% of the men who myopically viewed any social

Table 66

Survey of Male and Female Cadet Opinions
about Fraternization

Fraternization	Men	Women
Fraternization Between Male & Female Cadets Exists		
Agree	89.6%	90.1%
Neutral	5%	1.4%
Disagree	5.4%	8.5%
Fraternization Between Male Cadets Exists		
Agree	65.7%	91.5%
Neutral	13.4%	4.2%
Disagree	21.0%	4.2%
Social Contact Between Male & Female Cadets is Fraternization		
Agree	11.6%	1.4%
Neutral	7.6%	2.8%
Disagree	80.9%	95.7%
Regulations Against 4th Class Should be Relaxed		
Agree	26.3%	36.6%
Neutral	12.8%	9.9%
Disagree	61%	53.5%

Source: Project Athena

contact between male and female cadets as fraternization. More than 25% of the men and 36% of the women sampled believed that regulations against fraternization with the Fourth class should be relaxed.

Many interactions between men and women of the Corps, which in reality are normal encounters in a coeducational environment, are misconstrued as being fraternization or misconduct. Many cadets are just too young, sensitive, and dogmatic to view harmless interactions with a proper perspective. Some male cadets who have friendships with female cadets have received pressure from peers to desist and have been warned that their leadership ratings would suffer. As long as breaches of senior-subordinate relationships are not involved, the unfavorable connotations currently attached to natural encounters should not persist as the women continue to be assimilated into the Corps of Cadets. Here is another area where the cadets need more training concerning the positive benefits of interactions between male and female cadets. Training in the proper relationship between seniors and subordinates should address the harmful aspects of fraternization. However, dating among upperclass cadets or within the

fourth class need not be detrimental to the unit or the individuals. Cadets need to know their responsibilities in these matters and should understand that violations of this policy will not be tolerated.

Thus far, experience indicates that the chain of command has not been used, and has not served, to full effectiveness in the solution of problems related to coeducation at West Point. Understandably, most cadets mention their roommates as the first persons whom they consult on important matters. Research data show that women are more inclined to consult with individual members of the staff and faculty concerning their problems and concerns than to use the chain of command. This experience indicates that the chain of command may not have been responsive to their particular needs or may not have been able to achieve visible results for them.

Social Relationships: Human Sexuality

With the growing number of women in the Corps from each of the four cadet classes, there is a concern by senior Academy officials to avoid the possibility of sexual misconduct and assault. As a reaction to this concern, a number of rules and regulations have been

enacted to prevent misconduct and even the appearance of misconduct. To the extent that misconduct must be discouraged and to the degree that women need to be further reassured of this institution's full support, procedures as laid down and as carried out in practice should be such as to convince cadets of the certainty of stern punishment of sexual assault offences.

In addition to the strict rules about misconduct, the Superintendent has established a human sexuality committee. Major Swinney, the chairman of the committee summarized the perspective the committee is taking about human sexuality and sex education.

> "Sexuality recognizes that sexual expression is a deep and pervasive aspect of total personality - the sum total of one's feelings and behavior not only as a sexual being, but as a male or female. Sexuality is not an isolated aspect of personality, rather it is a basic reflection of the type of person one is, the individual's own unique family and religious experience, and the type of society in which one lives.
>
> Sex can never be fully understood simply by focusing on it as a physiological process or by concentrating on the sex act. While these aspects are significant, human sexuality can be understood only by relating it to the total adjustment of the individual in his family, religious, organizational, and societal settings. Developing these relationships becomes the task and scope of human sexuality education."

The goals of the West Point program in human sexuality are:

1. For the cadet to understand the physiology of reproduction and the functioning of human reproduction systems.

2. To develop in the cadet an acceptance of the norms of sexual responsibility.

3. For the cadet to clarify personal expectations about marital relationships.

4. For the cadet to develop a conceptual basis for establishing and maintaining honest, open relationships with members of the opposite sex at the informal and formal organization levels.

5. For the cadet to understand the process of sex role socialization in our culture.

There is some research data that show how male and female cadets feel about questions on sex. There are two questions given at entrance to men and women for the last three years. The items are part of a nation-wide survey sponsored by the American Council on Education. West Point is one of a number of institutions which has participated since 1966. The results are given at Table 67. The data indicate that female and male cadets

Table 67

Questions On Sex
(1st time Freshmen)
Sponsored by the American Council on Education

	Class of '82		Class of '81		Class of '80	
	Male	Female	Male	Female	Male	Female
A couple should live together for some time before deciding to get married.						
U.S.M.A.	29.8%	29.9%	31.2%	25.3%	31.5%	34.5%
4-yr. National Norms	47.5%	35.4%	50.5%	37.8%	49.3%	39.8%
If two people really like each other, its all right for them to have sex even if they've known each other for only a very short time.						
U.S.M.A.	45.3%	13.1%	44%	23.9%	44.4%	20%
4-yr. National Norms	61%	28.3%	63.2%	29.6%	59.2%	29.6%

Source: Office of Institutional Research, U.S.M.A.

have more conservative attitudes about the two questions on sex than students in the four year colleges in the American Council on Education survey.

Social relationships between men and women within the Corps will continue to grow - and this is healthy. As long as these relationships do not inhibit proper senior-subordinate relationships they should not only be accepted but also supported.

Institutional Plans to Overcome Sexism

At the general officer level, senior officials at West Point have been deeply committed and involved in education and training programs to overcome sexism. Several major program activities have been conducted in the past year:

(a) During the summer of 1978 facilitator training of department and activity representatives was conducted to enable these persons to work with their units on procedures to eliminate sexism.

(b) In the fall of 1978 a concept paper "The Study of the Integrated Services of Men and Women Within the Corps of Cadets" was approved by the Superintendent.

The concept paper provides clear policy guidelines on how subordinate activities can continue to contribute to furthering the integration of women at West Point.

(c) In November 1978, West Point hosted "The Service Academies Conference on Women" with representatives from the U.S. Naval Academy, U.S. Air Force Academy, U.S. Coast Guard Academy and the U.S. Merchant Marine Academy. The information exchanged at the conference included: admissions procedures, academic performance, summer training performance, leadership ratings, cadet barracks living, dating, fraternization, uniforms, and attrition.

(d) In January 1979, a stratified random sample of all of the classes in the Corps of Cadets participated in a survey on social relationships and fraternization.

(e) In the spring of 1979 two external consultants, Nancy Brown and John J. Sherwood, worked with the senior policy planners at West Point to examine major academy-wide goals and objectives which could be implemented in support of the goals. Several underlying assumptions about promoting the full utilization of women are

summarized here:

(1) The integration of women and men at the Academy is most appropriately viewed as a management issue.

(2) There is nothing inherent in what the Army does that must be done in a masculine way; therefore, women must be offered the opportunity to be feminine and nothing should be done to deny women opportunities to be feminine.

(3) The integration of women and men (and their full and effective utilization) is a shared responsibility of everyone at the Academy. {The consultants' conclusion is that this statement includes the women at West Point as sharing in the responsibility for their own integration.}

(4) It is believed that women regard the institution as having the responsibility to do what is right; therefore, it is also believed that they have no hesitation about going to their TAC officer with legitimate problems of mistreatment. In addition, women (as any cadets) have direct access to the Inspector General, the Commandant and the Superintendent.

(5) The integration of women and men and their effective utilization needs to be more than an annual assessment of how things are progressing. A sustained and carefully planned effort is required, which is monitored over time with (a) clear and shared objectives; (b) accountability

for attaining those objectives; and (c) it is the consultants' position that this process requires the continued contribution or input from women at the Academy.

(6) One necessary ingredient in the successful integration of women and men is that when values come into conflict, the choices made by persons in command positions further the objective of integrating women and men versus other valued policies, traditions or beliefs. For example, the continued and sanctioned use of sexist language - such as "star man," "gentlemen," and "he."

(f) In April 1979, the Superintendent convened the second Senior Management Conference on the Integrated Services of Men and Women.

Currently, there are sixteen major goals formulated to eradicate sexism. In order to accomplish the goals fifty-one operational objectives have been established. The objectives deliniate activities to be accomplished, specific persons or agencies to be responsible for actions, and time periods to review progress toward meeting the objectives. It is the first time a comprehensive, systematic, long-term program has been established to promote the full assimilation of women at West Point. The activities involve members at all levels of the staff and faculty and the cadet chain of command. The

goals and objectives are presented in three parts:

- PART I contains those goals and operational objectives that are being or should be taken in the near future toward the integration effort. Responsibility and date for accomplishing the objectives are assigned for each operational objective that is not now in effect.
- PART II contains areas of concern where goals and objectives are needed, but ways to implement the objectives may require further study.
- PART III contains those operational objectives recommended for deletion or deferment.

A complete listing of the goals and objectives drafted as of May 31, 1979 is provided at Appendix E.

What is needed is involvement and commitment to the goals and objectives by the cadets and junior members of the staff and faculty. Research reported on organization change suggests that voluntary commitment will be more difficult if there is a required report on progress and activities. With such a procedure participants may perceive the program as the institution's rather than their own. Unless more involvement is generated at these lower levels, the objectives will fall short of full

implementation. West Point may have compliance but not the sustained support needed.

West Point Interactions with Washington: Female Staff and Faculty

Department of the Army was requested to provide eleven additional spaces for the assignment of women, both officer and civilian, to the staff and faculty in support of the admission of women. Special recruiting programs were established to identify women officers, with appropriate graduate degrees or who could be sent to graduate school, for assignment to the academic departments and in key staff and command positions. By the beginning of Academic Year 1978-79 five female officers were assigned to the academic faculty and the first female tactical officer was assigned during the summer of 1978.

West Point Interactions with Washington: Branching and Dual Careers

A very real concern of the women cadets is not only the career opportunities available to women in the Army but the opportunities available to women graduates of the United States Military Academy.

The conduct of more in-depth and factual briefings by representatives from the Military Personnel Center, Department of the Army, who deal with these issues on a daily basis, will go a long way towards alleviating the concerns of both male and female cadets in the areas of specific career opportunities, professional development, and the compatibility of personal and professional aspirations.

Since June 1978 ten women have resigned from the Military Academy for the purpose of marriage or because of their impending marriage to a recent graduate. Other women cadets who are engaged to classmates or upper classmen have seriously considered resignation. A major concern of the women who have resigned was, and of those who are still in the Corps of Cadets remains, the uncertainty over being provided joint assignments with their intended husbands.

Clearly, women cadets face problems in integrating family and work roles which male cadets do not. This unique circumstance should have a bearing on the availability of choice of branches and later assignments after graduation. The Military Personnel Center and the Office of the Deputy Chief of Staff for Personnel need to continue to review branching and assignment policies.

Summary

Social relationships between men and women in the Corps exist and will continue to grow as the size of women in the Corps increases with each class. Women have more liberal opinions about dating than do men. There is a small group of men, nearly twelve percent, who believe that any social relationship with a female cadet is fraternization. Dating couples experience some harassment from men about dating.

Improper senior-subordinate relationships, fraternization, is perceived to exist on the part of men and women. However, fewer men perceive improper senior-subordinate fraternization among the men (e.g., a male company commander giving favorable advantage to another male). Since the arrival of women, policies regarding fraternization have been reviewed. Also since the admission of women, new strict policies have been enacted to prevent sexual assault. Generally speaking, male

and female cadets describe themselves as more conservative in their attitudes toward sexuality than other college students sampled.

There have been many Academy programs and training activities in support of eliminating sexism at West Point. However, such programs were often locally tailored to one aspect of the Academy life without effectively coordinating with other agencies affected by the policies. For example, the Commandant had a series of LEADERPREP lectures scheduled for cadets on sex at the same time the Human Sexuality Committee was planning activities about cadet sex education needs, and the Military Police were sponsoring lectures on rape awareness. Such well intended, separate programs, competed for cadet time to support similar objectives. As a result of using external consultants, senior officials at the Academy developed an Academy-wide program to overcome sexism. There is a need for more system-planned activities to promote full assimilation of women.

Some issues affecting women after graduation lie beyond the full control of officials at West Point. Branch choices and dual career assignments are responsibilities charged to the Office of the Deputy

Chief of Staff for Personnel and the Military Personnel Center. Close coordination needs to continue between officials at West Point and personnel agencies in Washington regarding the problems of managing dual careers.

CONCLUSIONS

The conclusions on coeducation at West Point after three years are still formative. That is, Academy officials are still gaining new insights as the Class of 1980 continues to make new inroads into non-traditional roles. With the arrival of the women into the Class of 1983, the integration of women in all classes is complete. Still, there is a need for program activities which contribute to the full assimilation of women within the Corps of Cadets.

The following comments are recommended in support of the latter goal of striving toward full assimilation.

1. The Senior Academy officials agree that the full assimilation of women will continue to take several years. Recognizing this, the Academy should continue to place a high priority on those education, research and training activities which are designed to contribute to that goal. This will require making both time and persons available to support the education, research and training.
2. More time needs to be set aside in the cadet cadre preparation training to allow the cadets to learn more about physiological differences which account for physical performance differences between men and women during summer training.

3. The LEADERPREP program should devote one session to explain that physical performance, especially the run exercises, is not the only measure of a cadet's ability to lead.

4. The Company Tactical Officers should clarify the difference between dating and fraternization. Each TAC should also clarify his or her policy about dating between members of the company chain of command.

5. Department and activity chiefs need to continue to sponsor workshops, seminars and lectures on topics related to the integration and full utilization of women.

6. Senior officials at West Point must continue to take the initiative to identify problems and concerns which affect women after graduation. This will require continued close coordination with Department of the Army on issues of Branch selection and dual career assignments.

The integration of women into the Corps of Cadets has been successfully implemented. The progress the U. S. Military Academy has made in integrating women has far exceeded the expectations of critics. After three years of coeducation, it appears that the majority of male cadets understand that coeducation can and will work at West Point. This realistic view will help to prepare all graduates to prepare to lead in an Army which requires the full integrated services of men and women.

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Appendix A

THE PERSONAL ATTRIBUTES QUESTIONNAIRE (PAQ)

Instructions

The items below inquire about what kind of person you think you are. Each item consists of a pair of characteristics, with the letters A-E in between. For example:

Not at all artistic A..B..C..D..E Very artistic

Each pair describes contradictory characteristics -- that is, you cannot be both at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you would choose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth. ANSWER QUICKLY, YOUR FIRST IMPRESSION IS THE BEST.

Once you have selected the letter that best describes yourself, mark your answer on the printed answer sheet. Do this by blackening the space corresponding to to your answer.

Now go ahead and answer the questions. Be sure to answer every question, even if you are not sure.

1.	Not at all independent	A..B..C..D..E	Very independent
2.	Not at all emotional	A..B..C..D..E	Very emotional
3.	Very passive	A..B..C..D..E	Very active
4.	Not at all able to devote self completely to others	A..B..C..D..E	Able to devote self completely to others
5.	Very rough	A..B..C..D..E	Very gentle

6.	Not at all helpful to others	A..B..C..D..E	Very helpful to others
7.	Not at all competitive	A..B..C..D..E	Very competitive
8.	Not at all kind	A..B..C..D..E	Very kind
.	Not at all aware of feelings of others	A..B..C..D..E	Very aware of feelings of others
10.	Can make decisions easily	A..B..C..D..E	Has difficulty making decisions
11.	Gives up very easily	A..B..C..D..E	Never gives up easily
12.	Not at all self-confident	A..B..C..D..E	Very self-confident
13.	Feels very inferior	A..B..C..D..E	Feels very superior
14.	Not at all understanding of others	A..B..C..D..E	Very understanding of others
15.	Very cold in relations with others	A..B..C..D..E	Very warm in relations with others
16.	Goes to pieces under pressure	A..B..C..D..E	Stands up well under pressure

Appendix B

Work and Family Orientation Questionnaire (WOFO)

The following statements describe reactions to conditions of work and challenging situations. For each item, indicate how much you agree or disagree with the statement, as it refers to yourself, by choosing the appropriate letter, A, B, C, D, or E, on the scale below. Mark the letter which best describes your reaction on the printed answer sheet next to the item number.

A	B	C	D	E
Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree

1. I would rather do something at which I feel confident and relaxed than something which is challenging and difficult.

2. It is important for me to do my work as well as I can even if it isn't popular with my co-workers.

3. I enjoy working in situations involving competition with others.

4. When a group I belong to plans an activity, I would rather direct it myself than just help out and have someone else organize it.

5. I feel that good relations with my fellow workers are more important than performance on a task.

6. I would rather learn easy fun games than difficult thought games.

7. It is important to me to perform better than others on a task.

8. I worry because my success may cause others to dislike me.

9. I find satisfaction in working as well as I can.

10. If I am not good at something I would rather keep struggling to master it than move on to something I may be good at.

11. I avoid discussing my accomplishments because other people might be jealous.

12. Once I undertake a task, I persist.

13. I prefer to work in situations that require a high level of skill.

14. There is a satisfaction in a job well done.

15. I feel that winning is important in both work and games.

16. I more often attempt tasks that I am not sure I can do than tasks that I believe I can do.

17. I sometimes work at less than my best because I feel that others may resent me for performing well.

18. I find satisfaction in exceeding my previous performance even if I don't outperform others.

19. I like to work hard.

20. Part of my enjoyment in doing things is improving my past performance.

21. It annoys me when other people perform better than I do.

22. I like to be busy all the time.

23. I try harder when I'm in competition with other people.

Appendix C

The Attitude Toward Women Scale (AWS)

Instructions

The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by blackening either A, B, C, or D on the answer sheet for each item.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.

2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

3. Both husband and wife should be allowed the same grounds for divorce.

4. Telling dirty jokes should be mostly a masculine prerogative.

5. Intoxication among women is worse than intoxication among men.

6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

7. There should be a strict merit system in job appointment and promotion without regard to sex.

8. It is insulting to women to have the "obey" clause remain in the marriage service.

9. A woman should be as free as a man to propose marriage.

10. Women should worry less about their rights and more about becoming good wives and mothers.

11. Women earning as much as their dates should bear equally the expense when they go out together.

12. Women should assume their rightful place in business and all the professions along with men.

13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

14. Sons in a family should be given more encouragement to go to college than daughters.

15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

16. In general, the father should have greater authority than the mother in the bringing up of children.

17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.

18. The husband should not be favored by law over the wife in the disposal of family property or income.

19. Women should be concerned with their duties of child-bearing and house tending, rather than with desires for professional and business careers.

20. The intellectual leadership of a community should be largely in the hands of men.

21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

22. On the average, women should be regarded as less capable of contributing to economic production than are men.

23. There are many jobs in which men should be given preference over women in being hired or promoted.

24. Women should be given equal opportunity with men for apprenticeship in the various trades.

25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

Appendix D

The Attitude Toward Women in the Army Scale

1. The Army's mission is best carried out:

   a. by men only
   b. mostly by men with some women in support roles
   c. mostly by men with some women in combat as well as support roles
   d. equally by men and women
   e. mostly by women

2. If a greater number of women were placed in command positions, the effectiveness of the Army:

   a. would increase
   b. would decrease
   c. would not change

3. Women commanders will not get much respect from the men in their units.

   a. Strongly agree
   b. Somewhat agree
   c. No opinion at all
   d. Somewhat disagree
   e. Strongly disagree

4. Women would make just as good front-line soldiers as men if they were given the same training.

   a. Strongly agree
   b. Somewhat agree
   c. No opinion at all
   d. Somewhat disagree
   e. Strongly disagree

5. If women were assigned to combat units, the Army would:

   a. become more effective
   b. remain just as effective
   c. become less effective

6. Women don't make good bosses at work.

a. Strongly agree
b. Somewhat agree
c. No opinion at all
d. Somewhat disagree
e. Strongly disagree

7. Women should be included in space missions.

a. Strongly agree
b. Somewhat agree
c. No opinion at all
d. Somewhat disagree

Appendix E

DRAFT AS OF MAY 31, 1979

PART I

IMPLEMENT

GOAL A: To develop a planned effort which will establish and monitor the progress of West Point's efforts to integrate the services of men and women.

Operational Objective #1: Establish and disseminate a set of institutional goals which address the integrated services of women and men. Goals and objectives are specific, measurable, time-bound, and have responsibility for achievement assigned. (Draft institutional goals are contained in Parts I and II.)

Operational Objective #2: Develop departmental and agency plans to achieve the institutional goals. (Plans to be developed based upon institutional goals contained in Parts I and II.)

Goal B: Develop training materials and trained personnel that can be used by the institution or its subordinate agencies in educational, informational, and advisory capacities.

Operational Objective #3: Develop a group of training packages NLT 15 Aug 79. Training packets will be short classes devoted to topics such as "The Awareness Process," "Sexism," "Collusive Behavior," "Intentions vs. Impacts," "X's and O's," etc. A semi-annual review of all packages will be conducted. (OESO)

PART I

Operational Objective #4: Retain the institutional requirement to conduct Human Relations training during the academic year. (DCSP&A)

Goal C: To acquire more women for assignment to USMA.

Operational Objective #5: That USMA continue its effort to admit 200 women or 15% to each class within the Corps of Cadets. (DAD)

Operational Objective #6: That USMA continue its special programs to identify qualified women for assignment to the staff and faculty. The Academy's goal is 45 women by 1980 and 65-70 women by August 1981. (DCSP&A)

Goal D: To increase the number of women in key positions.

Operational Objective #7: Identify for assignment at least two qualified women officers in grades 05 or above to key Academy non-teaching positions, e.g., Office of Dean, DAD, COMDT (15 Aug 81: DCSP&A)

Operational Objective #8: Identify for assignment a minimum of four women TACs, at least one in grade of 04 (15 Aug 81: DCSP&A/ COMDT).

PART I

Operational Objective #9: Intensify promotion efforts to insure that voluntary recruiters such as Parents' Clubs, West Point Societies, AOG, etc. support and understand West Point's responsibility and the actions it is taking to prepare both men and women for careers as officers in the Army, thereby promoting the integration of women. (15 Aug: PAO)

Goal E: To appoint women to all current and future committees.

Operational Objective #10: The following committees will have women members by dates indicated below:

a. Athletic Committee - 15 Aug 79 (Chairman, Athletic Committee)

b. Admission Committee - 15 Aug 79 (Chairman, Admissions Committee)

Operational Objective #11: Women officers and cadets will be members of appropriate appointed committees within USMA. Implementation is to begin with assignments of cadets for academic year 1979-1980. (SUPT/COMDT/DEAN)

GOAL F: To reduce conditions which encourage attrition among dual-career couples and to increase the likelihood of successful initial assignment.

PART I

Operational Objective #12: That current effort to provide cadets information concerning branch/specialty and dual-career opportunities be given formal institutional support and the time necessary to present the educational program. (15 Nov 79: COMDT)

Operational Objective #13: Renew the recommendation which requests that DA recognize "intent to marry" as a factor in initial schooling, branching and initial assignment. (15 Nov 79: COMDT)

Goal G: To eliminate the misperceptions of lowered standards.

Operational Objective #14: Publish and disseminate to cadets and staff and faculty the Doctrine of Equivalent Training which acknowledges the similarities and differences between men and women in physical development standards and tests. (15 Aug 79: COMDT)

Goal H: To insure that the system of recognition, rewards, and punishment in use at the Academy is consistent with its goals of integration.

Operational Objective #15: Notify and advise every prospective member of staff and faculty to ensure that he/she accepts and is prepared to support the integration of men and women. Also

notify new personnel of objective #17. (15 Aug 79: DCSP&A)

Operational Objective #16: Clearly define sexual harrassment, exploitation, or violation. Such definitions will be disseminated in Regulations, USCC "Blue Book." (15 Aug 79: COMDT)

Operational Objective #17: That all members of the staff and faculty be apprised of their responsibilities to support integrated services of women and men. Failure to support the integration of women should be reflected in the individual's performance evaluation. (15 Aug 79: Dept Heads/Activity Chiefs)

Operational Objective #18: Activity chiefs and department heads must recognize and emphasize the fact that those who are actively involved in tasks designed to achieve the successful integration of the services of women and men are engaged in an institutional task. Such tasks are essential additional duties, which are a part of the primary duty of those individuals. (15 Aug 79: Dept Heads/Activity Chiefs)

Goal I: To develop a comprehensive, systematic program of educational activities which will promote the full integration of the services of women and men into all phases of Academy life.

PART I

Operational Objective #19: Incorporate formal instruction and seminars on women/men issues into scheduled training of CBT/CFT cadre on women/men issues, e.g., Doctrine of Equivalent Training. (15 Jun 79: COMDT)

Goal J: To stop counterproductive data gathering on research activities.

Operational Objective #20. All research efforts will be coordinated through DIR to prevent duplication of data gathering and to avoid research activities which have sexist consequences. (15 May 79: DIR/SASPP)

Goal K: To stop publication of documents, reports, survey and studies which contain sexist language or which have a counter-productive impact.

Operational Objective #21: Continue to ensure that personnel operating in key decision places avoid any intimations of discrimination in written command and policy communication. (SGS/AG/DIR)

Operational Objective #22: All reports which deal with the integration of men/women should receive the widest dissemination, e.g., Study of Integrated Services of Men and Women Within Corps of Cadets, Senior Subordinate Relationships. (15 Aug 79: SASPP)

PART I

Goal L: To preclude difficulties which can be foreseen in women's military clothing.

Operational Objective #23: Establish a working committee to identify local and/or world-wide problem areas concerning the procurement, stockage, distribution of women's military clothing (15 Jun 79). This committee shall report its findings, if necessary, to Department of the Army for resolution. (DCSLOG)

PART II

STUDY

Goal M: To develop policies which treat men and women equitably and which foster an environment in which they can integrate their activities and interests.

Operational Objective #24: Establish dating policies which retain the application of limits by class groups, but which avoid linking dating policies to privileges. Men and women who form an emotional attachment which interferes with duty performance will be responsible for bringing such information to the attention of the chain of command. Each TAC Officer will be given the flexibility to make the appropriate adjustments. (COMDT)

Operational Objective #25: Cadets who have privileges to attend recreational activities should also be able to escort a member of the opposite sex to such an activity, either another cadet or a civilian. (COMDT)

Operational Objective #26: Review barracks policies to ensure that cadets are accorded fair and impartial treatment.

a. Abolish/modify, USCC "open door policy."

b. Abolish/modify the policy which requires cadet women to have at least one other woman present in their rooms overnight. (COMDT)

PART II

Goal N: To insure that the system of recognition, rewards and punishments in use at the Academy is consistent with the goals of integration.

Operational Objective #27: Part of a cadet's leadership evaluation should reflect the behavior of that cadet regarding issues of sexism. Cadets who actively oppose the institution on this goal should not receive institutional rewards of recognition such as stripes, selection for leadership positions, trips, selection for CPRC, etc. (COMDT)

Goal O: To develop a comprehensive, systematic program of educational activities which will promote the full integration of the services of women and men into all phases of Academy life.

Operational Objective #28: Each department head and activity chief will develop a detailed educative program on woman/man issues keyed to the needs of the organization. The educative program should also be tailored to address those issues of integration which the organization members consider to be important. Educative strategies should be used to raise awareness of inadvertent sexism such as over-protectiveness, paternalism, preferential treatment, etc. To accomplish this objective, training packets covering

inadvertent sexism will be available along with external and internal personnel experienced in this area. (Dept Heads/Activity Chiefs)

Operational Objective #29: Make provisions to train selected personnel in the fields of sexism and awareness of women/man issues. These personnel should be trained (NLT 15 Oct 79) in order that they might assist in departmental/activity training programs. (Dept Heads/Activity Chiefs)

Operational Objective #30: Each general officer should have a schedule of those educational activities planned within his area of responsibility and should attend selected training to ensure that the activities support the institutional and organizational goals. (SUPT/D/SUPT/COMDT/DEAN/DIA)

Operational Objective #31: Conduct periodic in-process reviews of data gathered about integration efforts. Attendees should include a cross section of Academy personnel actively involved in the integration effort. (Dept Heads/Activity Chiefs)

Operational Objective #32: Reviews should be open in attendance (not necessarily participation) in order to promote widest dissemination of information. Maximum efforts should be made to ensure personnel involved in work on male/female issues are included as attendees. (Dept Heads/Activity Chiefs)

PART II

Goal P: To provide equal development (physical) opportunities.

Operational Objective #33: Continue the evaluation to ensure compliance with spirit and intent of Title IX. (Athletic Committee)

Operational Objective #34: Develop parallel paths (for men and women which ensure each an equal opportunity to earn athletic awards within the same sport and the same level of competition. (Athletic Committee)

Operational Objective #35: Continue to evaluate physical development program to ensure each cadet is fully challenged to his/her maximum potential. (COMDT)

Operational Objective #36: Review the women's intramural program to ensure competitive opportunities on an equivalent basis. (Battalion teams may be necessary.) (COMDT)

Operational Objective #37: Study the opportunities to use physical development facilities which should be equivalent for women and men (cadet and staff and faculty). Equivalent opportunities should be defined by DPE (in coordination with DIA/DCSP&A).

Goal Q: To establish a forum for women staff and faculty members and cadet women.

PART II

Operational Objective #38:

a. Establish a women's forum to provide women (officer, equivalent civilian, and cadet) with the opportunity to share information, to give and receive support, and to build skills necessary to assist the Academy in its stated efforts to integrate the services of men and women. (SASPP)

b. To be allotted a budget for materials, films, and other associated expenses. (SASPP)

c. This forum will formulate a recommendation concerning its continued existence, purpose and form, NLT May 82. (SASPP)

PART III

REJECT/DEFER

NOTE: The numbers assigned to operational objectives in this section are the original numbers assigned by Memo, Subj: Senior Management Conference, 23 Apr 79.

Operational Objective #3: Conduct periodic in-progress reviews. (Frequency as appropriate: SUPT)

Operational Objective #5:

a. Develop seven pairs of officers (man-woman teams) NLT 15 Dec 79, who are capable of assisting educational efforts. (COMDT x 2, DEAN x 2, STAFF x 2, ODIA x 1) (Dept Heads/Activity Chiefs)

b. Develop an additional 40 "pairs" NLT 31 Mar 80, who can be used in educational efforts within units. (COMDT...9 cdt pairs per Rgmt; DEAN x 2; STAFF...2 civilian pairs) (Dept Heads/Activity Chiefs)

Operational Objective #8: Use the woman-man "pairs" mentioned above as sounding boards in policy forums. See topic area #3 for relative objectives. (SUPT, others as appropriate)

PART III

Operational Objective #9: Reallocate sufficient time to use these resources in departmental, agency, unit, and cadet activities. (SUPT/D/SUPT/DEAN/COMDT/DIA)

Operational Objective #12: A minimum of 10% of the faculty of each Academic Department will be composed of women by Aug 84; in the short term, at least two women officers per department by 15 Aug 82. Although experienced Army officers are preferred, the presence of qualified reserve officers on active duty, officers who have received direct commissions, or visiting civilian professors, is preferable to the continued absence of women within some departments.

Operational Objective #15: Those who recruit women for the Academy in an official capacity will complete at least 12 hours of training concerning sexism and how to recruit women candidates. This training will be completed by 30 Apr 80. Candidates for and incumbents of personnel or recruiting positions will be actively probed concerning their attitudes toward sexism. A sufficiently negative attitude will be grounds for refusing such a candidate any recruiting responsibilities. (SUPT)

Operational Objective #18: A memo summarizing all revised committee assignments will be distributed through commanders to

all staff and faculty members by 15 Aug 79. This memo will include a statement of policy from the Superintendent which states as a minimum:

a. the rationale for revisions in attendance;

b. the idea that membership on such committees is part of the woman officer's work, and is not to be construed as "extra";

c. a list of women chosen to serve on various committees.

Operational Objective #24: West Point's special position and knowledge concerning womens' careers seems to indicate that it must assume a more active role in advising DA about the special requirements of women officers and male officers who operate in an integrated Army. (SUPT)

Operational Objective #28: By 15 Aug 81, provide that all womens' varsity sports which also exist at USNA will compete. (DIA)

PART III

Operational Objective #30: Stop the Academy policy which highlights a sport as the significant "in-season" activity by 6 Jun 79. Such policy tends to penalize and segregate other teams, both of women and men.

Operational Objective #37: Double the number of sponsored activities which involve women and men working together in task groups. (Jun 80: COMDT/SUPT/DIA/DEAN)

Operational Objective #39: Cadets who correct an offender do so at some personal cost. Therefore, they should receive recognition and support from the institution for those actions. (Comments and/or compliment, etc.) Cadets who are guilty of abusive behavior should be corrected and/or punished swiftly.

Operational Objective #43: Heads of Departments and Activities will formulate a procedure to identify a person with high visibility, influence, and continuity, to be trained on matters affecting the integration of men and women. (Dept Heads/Activity Chiefs)

Operational #49: By 6 Jun 79, when not restricted by regulation, personnel involved in data gathering activities impacting on the integration of women and men will provide input to DIR in order to create an appropriate bank of non-sexist questions.

PART III

Operational Objective #51: Develop and publish an improved glossary of non-sexist terms. (15 Aug 79: D/English in coordination with DIR)